DOCUMENT RESUME

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AVAILABLE FROM	CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, $5.00 plus shipping; Student Log, $2.50 plus shipping; Student Activities--laminated folders--$30.00 plus shipping).
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IDENTIFIERS	*CHOICE (Career Education Curriculum)

ABSTRACT

The documents aggregated here comprise the second grade unit of a career education curriculum for migrant children. The unit for grade 2 foucses on the fields of recreation and transportation. Travel agent, tour guide, camp counselor, coach, usher, school bus driver, airplane pilot, trucker, mover, railroad engineer, and astronaut are the 11 jobs covered. The combined teacher and student logs contain job and role information for the unit and include activities designed to teach students about the tools and tasks of each job covered by the unit and to help students practice telling time, determining consonant and vowel sounds, finding the main idea, and using map skills. The activities involve sequencing, self-expression, classification, and logic. The teacher log contains copies of the student activities, instruction for their use, information about each job in the unit, a review of each job, space for comments, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

B3

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RECREATION
TRANSPORTATION

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CHOICE curriculum materials were developed at Mid-Hudson Migrant Education Center and jointly funded through Career Education Incentive Act, CETA, and Chapter 1, Section 147 in cooperation with Ulster County BOCES, Putnam/Northern Westchester BOCES, and Mid-Hudson Migrant Education Center, New Paltz, New York.

CHOICE materials are available at cost through Auxiliary Campus Enterprises, care of CHOICE, P.O. Box 250, New Paltz, New York 12561.

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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters, written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

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*Combined Teacher and Student Logs

Pre Post Treatment Control

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B-3 Travel Agent

Often, when people want a vacation, they call or visit a travel agent. Travel agents help them plan where they want to go, how to get there, and where to stay.

Travel agents work in offices where there are posters, pamphlets, books and magazines about places to visit all over the world. They use these tools to show people different kinds of vacations and trips. Maps are used to show people places to visit. A travel agent helps customers think about what things they like to do, where they want to go, and how much money they want to spend.

When customers decide where they want to go, travel agents help them make travel plans. They check timetables to see when and where airplanes, ships, trains and buses are going. When the customers decide which kind of transportation they want to use, travel agents ask the company to reserve, or hold, seats for the customers. When the tickets are ready, they make sure that they go to the right customers.

Travel agents also help people find a place to stay. They tell customers about the types of hotels and motels available, the services they offer, and how much they cost. Travel agents call the hotel or motel to reserve or hold a room for their customers.

Visiting a travel agent before traveling is a wise thing to do. The travel agent will help you have a fun vacation that suits your needs.

B-3 Travel Agent Classifying Tools

Draw a circle around those tools used by travel agents at work.

Clockwise from poster: tickets, letters, travel book, map, traffic light, timetable, watch, ramp, travel pamphlets, screwdriver.

COMMENTS:

1T

Draw a circle around those tools used by travel agents at work.

B-3 Travel Agent Initial Consonant Sounds

A travel agent uses the telephone to call customers, airports, and hotels. As you see, the telephones below have no cords. Let's see which receivers match which telephones. Look at the letter on the first receiver. What sound does the letter make? (/d/) Now, look at the pictures on the telephones. Which picture begins with the /d/ sound? Draw a line between the "d" receiver and the telephone with the dustpan picture. (Continue in a similar manner, or allow students to finish independently.)

(When students finish): Put an X on the picture of the tool that a travel agent uses at work.

COMMENTS:

Draw a line between each picture and the sound it begins with.

d

m

f

k

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B-3 Travel Agent Main Idea

Pictures often tell stories. The pictures on your page tell stories about the travel agent. In each row are two pictures. Under the pictures is a sentence. When I read the sentence to you, put an X on the picture it tells about.

Look at the first two pictures. Now listen while I say the sentence. The travel agent uses the telephone to call customers, airlines, bus and train companies and hotels. Which picture best shows this? Put an X in the box in the corner of that picture.

Continue in the same manner for the remaining rows of pictures.

The travel agent looks at maps to help people see where they are going.

The travel agent shows people pamphlets, books, and magazines about places to travel.

The travel agent makes sure the customer gets the right tickets.

The customer pays the travel agent for the tickets.

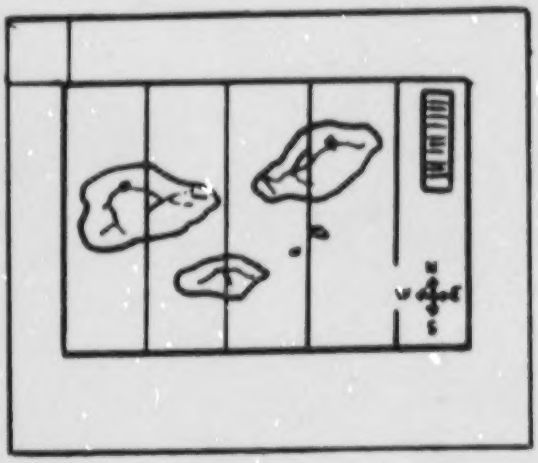
People visit a travel agency to get help planning vacations or trips.

COMMENTS:

3T

Put an X in the corner of the picture the sentence describes.

The travel agent uses the telephone to call customers, airlines, bus and train companies and hotels.



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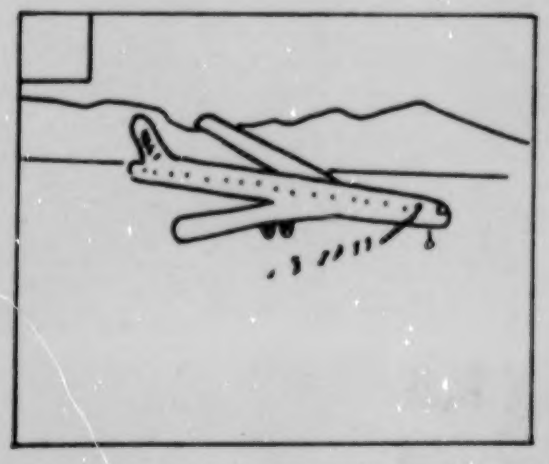

People visit a travel agency to get help planning vacations or trips.

Most transportation tickets have two parts. When you get on the bus, train, or airplane, the ticket taker takes one part of your ticket. This helps the airline or bus company to keep track of how many people they serve and how much money the customers paid. The customer keeps the other half to prove that he paid for his ticket.

On your page are many tickets that are torn apart. Let's see if we can match the tickets. The tickets in the left hand column all have letters on them. The tickets in the right hand column have pictures on them. Each of the pictures ends with the sound of one of the letters at the left. Draw a line between each picture and the letter sound that picture ends with. (Use first letter as sample if necessary.) knife, map, costume, thread, book

(When students have completed matching pictures to letters): Circle the two tools a travel agent might use at work.

COMMENTS:

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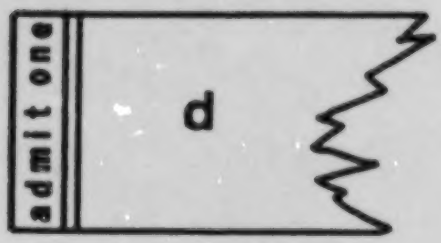

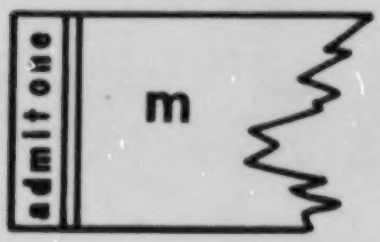

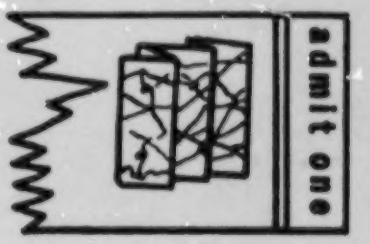

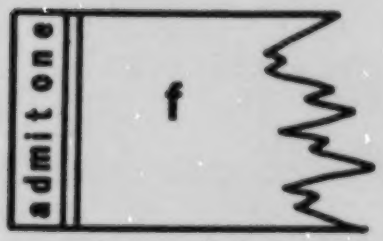

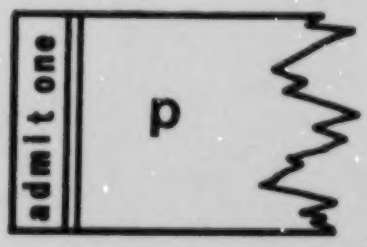

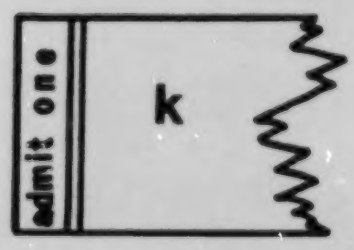

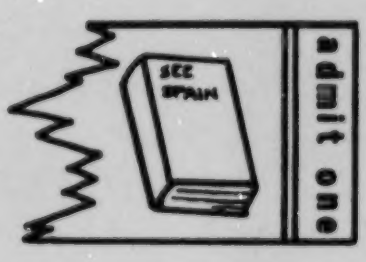

Draw a line between each picture and the sound it ends with.

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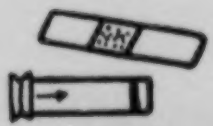
B-3 Travel Agent

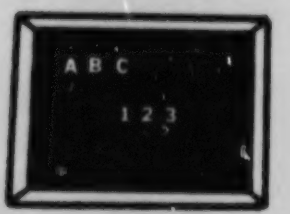
Some of the tools in each row belong to the travel agent. Some tools are not tools a travel agent would use. Put an X on the tool or tools in each row that are not used by the travel agent at work.

COMMENTS:

B-1 Travel Agent Classifying/Detail

In each row, put an X on the tool or tools not used by a travel agent.





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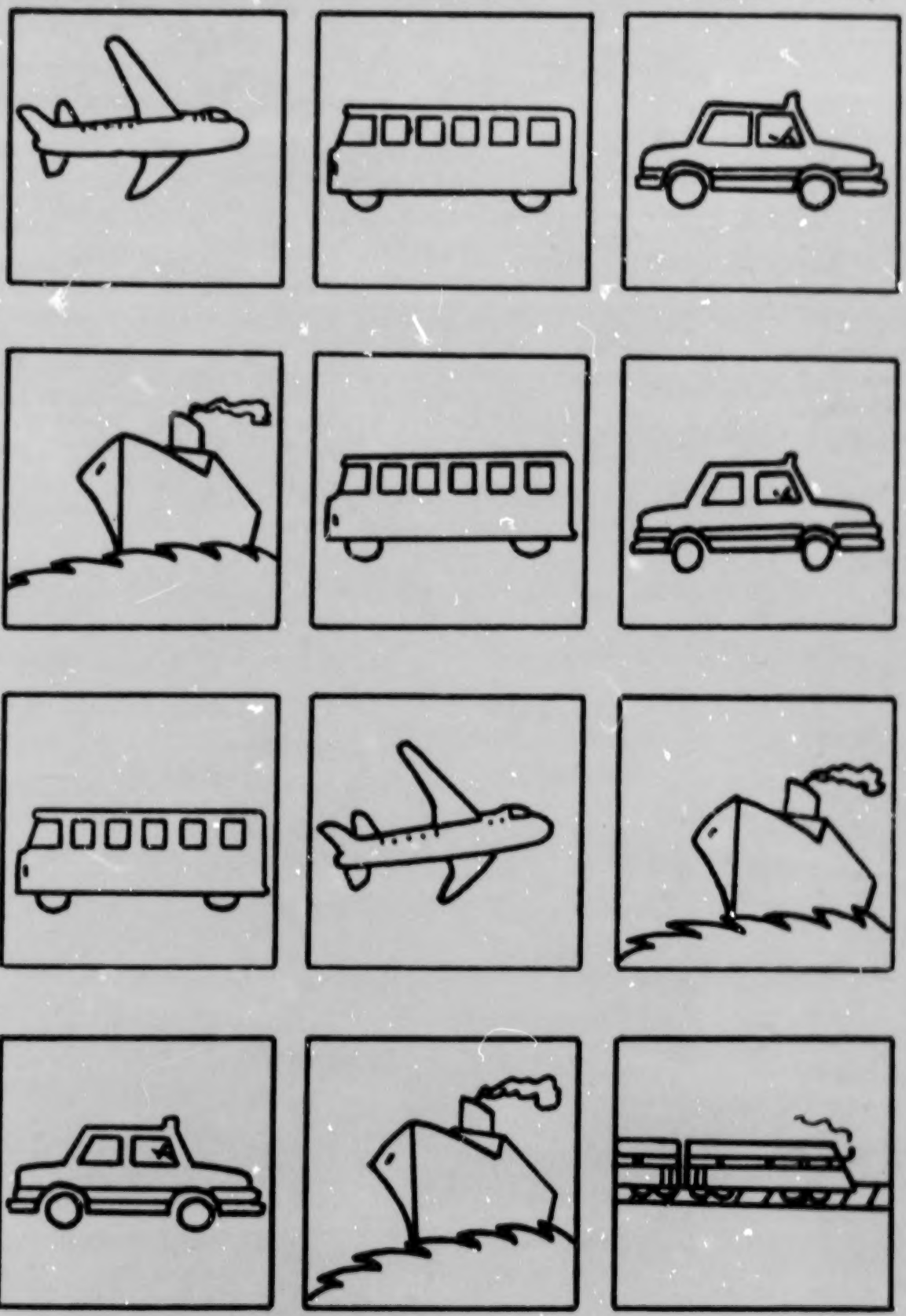
A travel agent has to learn to find transportation for customers with many different needs. I am going to describe some travel customers. On your page, circle the kind of transportation that meets the customer's needs.

Look at the first row of boxes on your page. What kinds of transportation do you see? (airplane, bus, taxi) Now listen as I describe a travel customer.

> Mr. Lopez must go on a business trip 2,000 miles away! He has a meeting, but must return home the same day. If you were the travel agent, what kind of tickets would you get for Mr. Lopez? (airplane) Why? Draw a circle around the box that shows the airplane.

Continue in the same manner with the following situations.

> Mrs. Jackson and her children are going to visit Grandma. Because there are five of them, it would be too expensive to fly. Since they have a week, there is no need to hurry. What kind of tickets should the travel agent get? (bus)
>
> Mr. and Mrs. McDuff wish to take a restful vacation for a month. They would like to see different places where the weather is warm and sunny, but they don't want to change hotels. What would be a good way for the McDuffs to travel? (ship)
>
> Ms. Robinson's travel agent got her airplane tickets to Denver, and a hotel room there. The travel agent forgot that Ms. Robinson needed transportation to the hotel. What transportation company should Ms. Robinson call? (taxi)



Listen to the situation and circle the correct transportation for the situation.

B-3 Tour Guide

A tour guide tells visitors about the place they are visiting. First, the tour guide must learn all of the facts and information about the building or city where he works. Then, when people come to see his building or city, he tells them all about it. The tour guide answers any questions the visitors may have. Tour guides must like to talk to people. They have to be pleasant and polite at all times.

Some tour guides lead groups of people through museums or important buildings. They learn all of the facts about the building and what is in the building. They learn what parts of the building most people enjoy. They learn interesting stories about their building. If the tour guide works in a museum, he learns about all of the different displays. A museum or building tour guide may work with large or small groups of people. If he is leading a large group of people, he may use a megaphone so the people can hear him better. The megaphone is cone shaped and has openings in both ends. When the tour guide speaks into the small end of the megaphone his voice carries farther, and more people can hear him.

Another tour guide may show visitors the interesting places in a city. He rides in a bus with the visitors. He usually talks into a micrcphone so everyone on the bus can hear him. He tells the visitors about the city, interesting places to see, and fun things to do.

Tour guides make traveling more fun. They help us learn more about the places we visit.

B-3 Tour Guide Classifying TOols

Draw a circle around the tools which may be used by tour guides. Put an X on the tools not used by tour guides. Clockwise from megaphone: helmet, pointer, microphone, map, whistle, bus.

COMMENTS:

Classifying Tools

Draw a circle around the tools which may be used by tour guides. Put an X on the tools not used by tour guides.

B-3 Tour Guide

Initial Consonant Sounds

A tour guide in a building or a museum may use a pointer to help show people some interesting things. The pointer is a long wooden or metal rod. The tour guide uses it to point to things, so the visitors will notice them. Each pointer below has a letter written on it. Draw a line from each pointer to a picture that begins with the letter sound written on the pointer.

COMMENTS:

OT

22

Draw a line from each letter to the picture that begins with that letter sound.

j

g

w

s

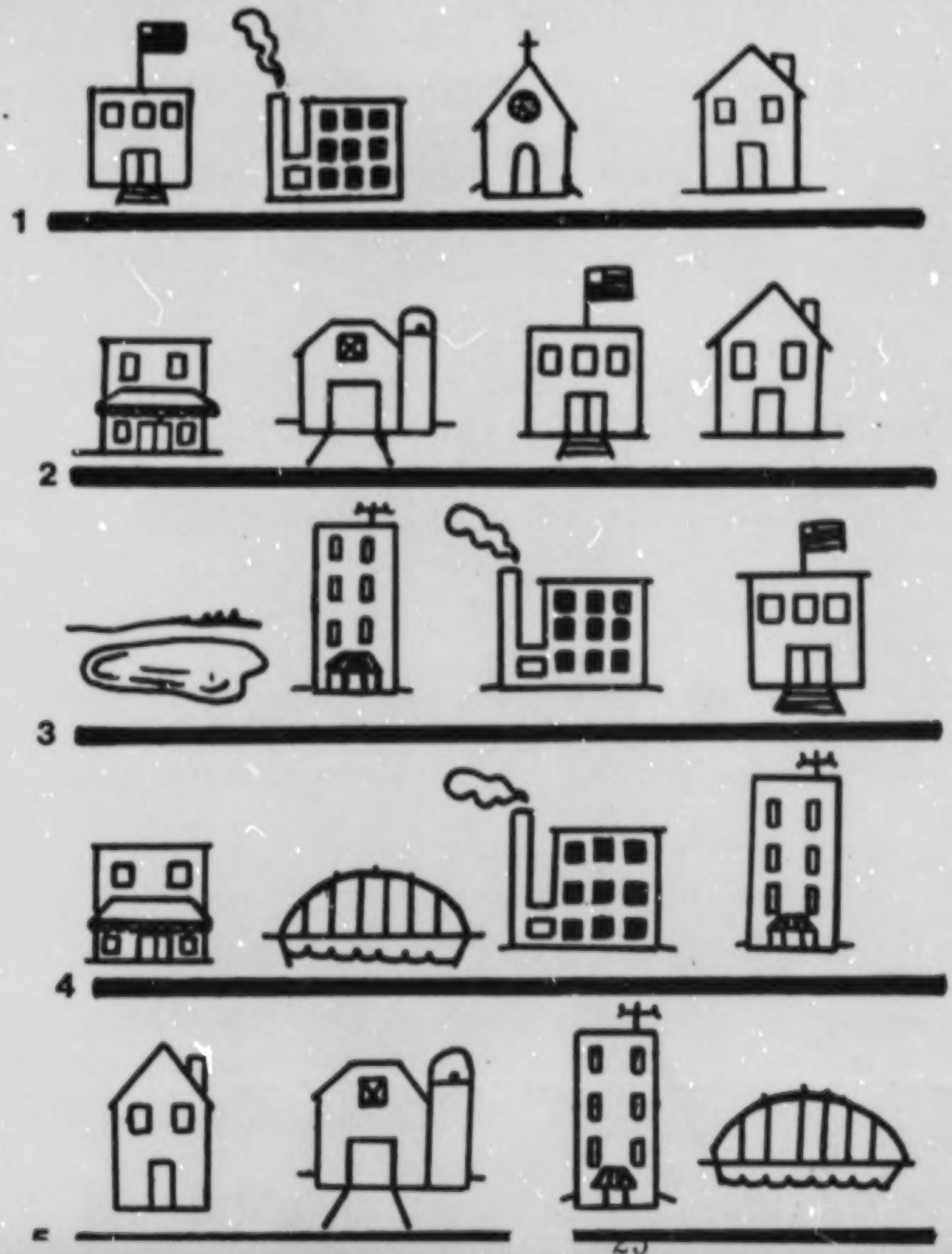
t

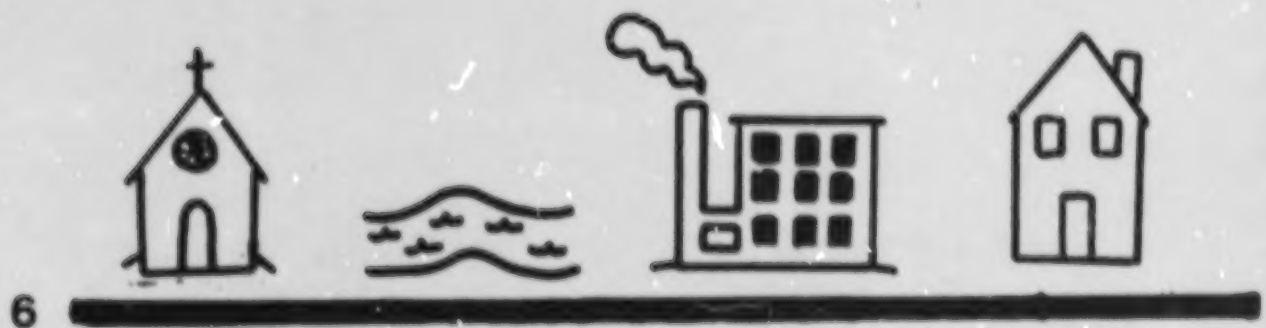
A tour guide might use a map to help him learn about interesting places in his city. Maps use symbols to show where things are. A symbol is a picture that is used instead of a word. The picture or symbol must be clear so that everyone knows what it means when they see it.

Look at the first row of symbols on your page. I am going to ask you to circle one of the symbols in each line. On the first line circle the symbol for church. How did you know which symbol means church?

Continue in the same manner for: 2) farm, 3) school, 4) store, 5)house, 6)factory,7) apartment building, 8) lake, 9) river, 10) bridge.

In each row, draw a circle around the symbol which I name.





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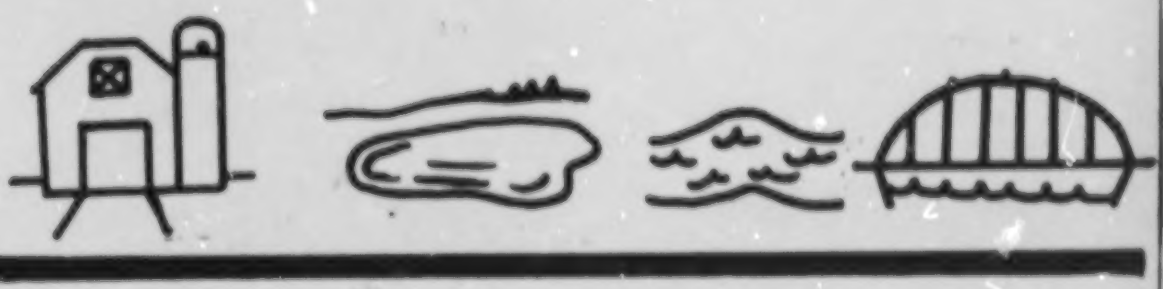

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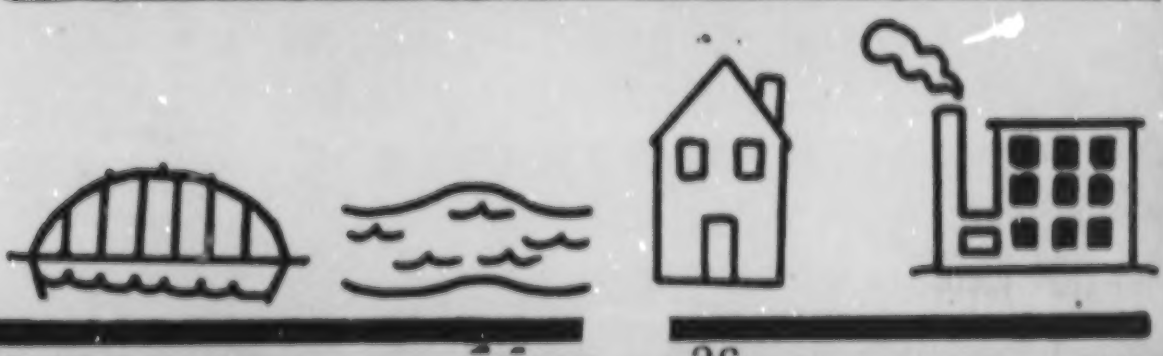

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B-3 Tour Guide Final Consonant Sounds

Some tour guides work on buses. They talk into microphones so all of the people on the bus can hear what they say. On the microphones below are letters. Match the microphones to the buses by drawing a line from each microphone to the bus with the picture that ends with that letter sound.(puppet, pig, bus)

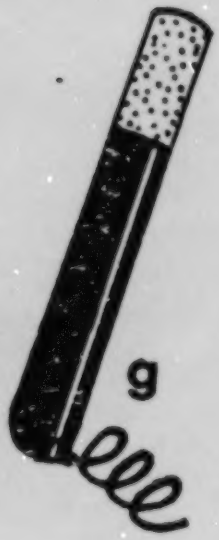
(When students are finished): Circle the small picture of the tool that is used by some tour guides.

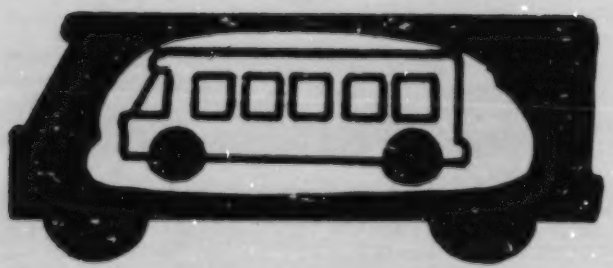
COMMENTS:

12T

Final Consonant Sounds

Draw a line from each letter to the picture which ends with that letter sound.
Circle the tool that is used by tour guides.





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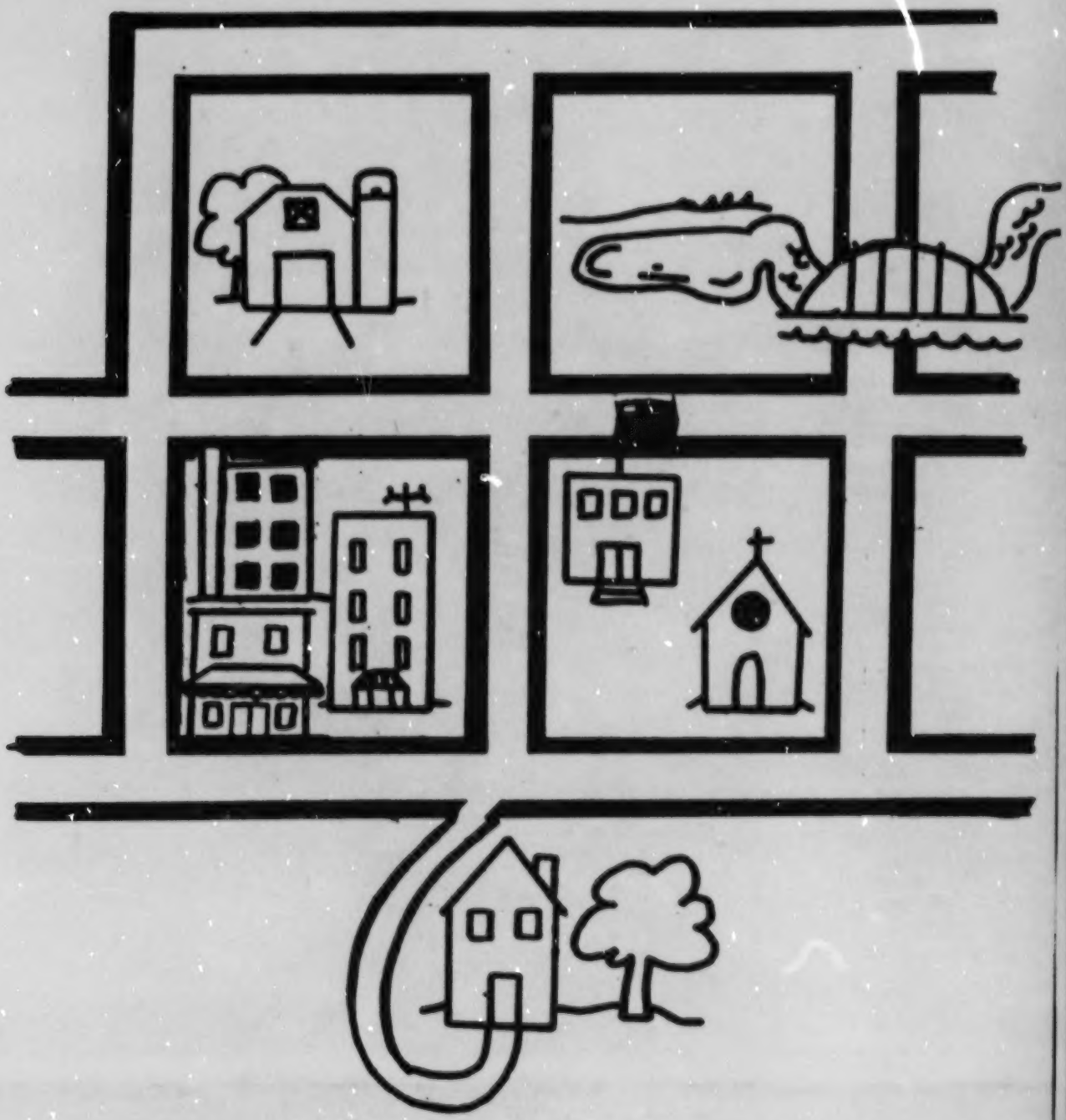
Maria's cousin is visiting from another town. Maria is going to act as a tour guide for her cousin and show him around her neighborhood. As I tell you where Maria and her cousin walked, draw a line to show where they went.

Maria and David started from Maria's house and turned right on the street. They walked down the street and turned the corner by Maria's church. Maria took David straight on this street. They stopped on the bridge to look at the lake. Maria and David continued on this street, and turned left at the next corner. They walked down the street behind the lake, then turned the next corner. They walked along the street between the lake and the farm where Maria's best friend lives. When Maria came to the next corner, she turned again, so David could see the factory where her father works. Since the factory was closed for the day, Maria took David past the factory, to the next corner. They walked toward the store, turned the corner and went into the store for some juice. When they finished their juice, they continued down the street, turned the corner by the apartment house, and walked to the school playground and played on the swings for a while.

COMMENTS:

Listen and draw a line to show the path Maria and David walked.



This page shows a tour guide, a travel agent, and several tools. Some tools belong to the tour guide; some to the travel agent. Some of the tools are not used by either of these workers.

Draw a line from the travel agent to each of her tools. Draw a line from the tour guide to each of his tools. Put an X on the tools not used by either worker.

COMMENTS:

Travel Agent/Tour Guide

Classifying Tools

Draw a line from each tool to the worker who uses it. Put an X on the tools not used by either worker.

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B-3 Camp Counselor

In the summer many children go to summer camps. They live at the camp in cabins or tents. Several children stay in the same cabin or tent. Children do many things at camp. They learn about nature, sports, and crafts. There are many different kinds of camps. Some camps are for boys; others for girls. Some camps are for children who need to lose weight; some are for children who are handicapped.

Camp counselors teach and take care of the children at summer camp. Each counselor is usually in charge of the group of children who stay in one cabin or tent. The counselors make sure the children get to their activities on time. They help children learn and follow the rules of the camp. If a child is hurt, the counselor sees that the child goes to the camp nurse.

Counselors teach many different things. Some counselors teach sports like softball, swimming, canoeing, or waterskiing. Other counselors may teach arts and crafts like pottery making, weaving, or leather crafts.

Water sports are a big part of camp life. Counselors use canoes, waterskis, and diving boards to teach campers about water sports. Counselors teach campers to enjoy water sports safely. Counselors also teach campers to use other sports equipment safely when playing games like football, softball or soccer.

B-3 Camp Counselor Classifying Tools

Draw a circle around those tools which might be used by camp counselors at work.

COMMENTS:

Classifying Tools

Draw a circle around those tools which might be used by camp counselors at work.

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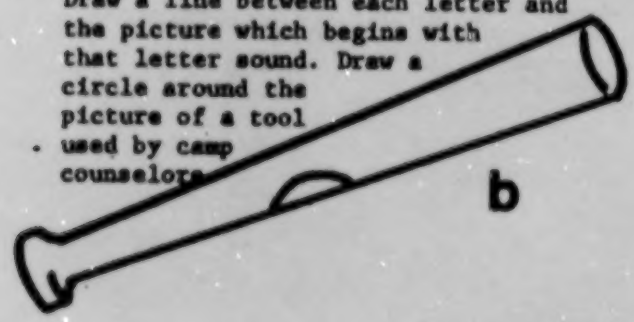
B-3 Camp Counselor Initial Consonant Sounds

Some camp counselors teach children to play sports. One sport a camp counselor may teach is softball. Softball is played with a ball and a bat. Each of the bats on your page has a letter written on it. Each ball has a picture on it. Match the bats to the balls by drawing a line between each letter and the picture that begins with that letter sound. Draw a circle around a tool that a camp counselor might use.

COMMENTS:

Draw a line between each letter and the picture which begins with that letter sound. Draw a circle around the picture of a tool used by camp counselors.



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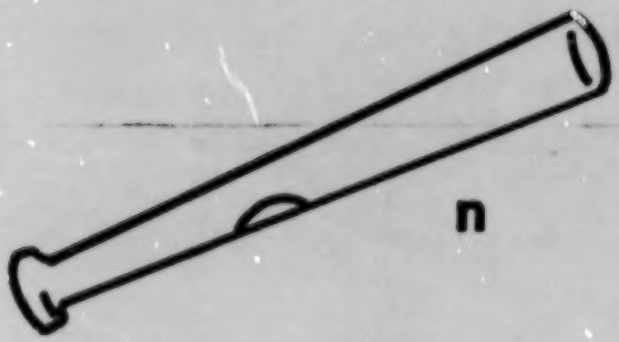

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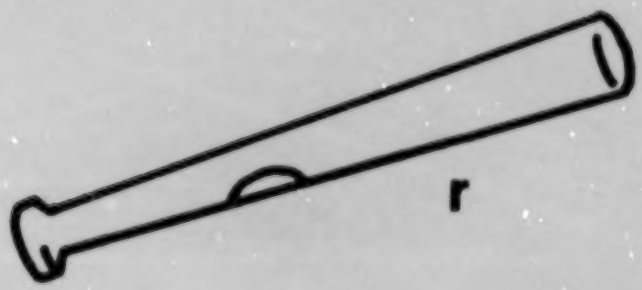

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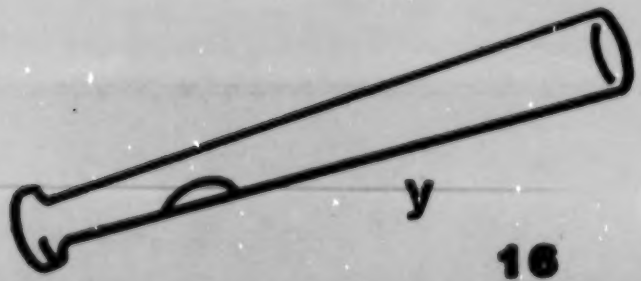

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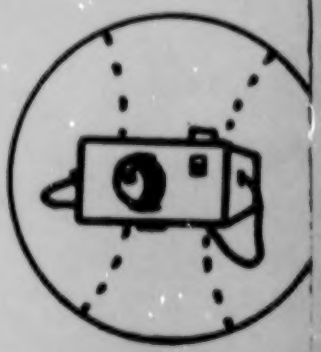
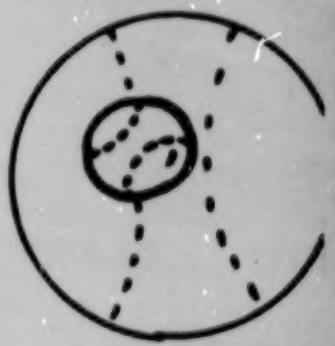
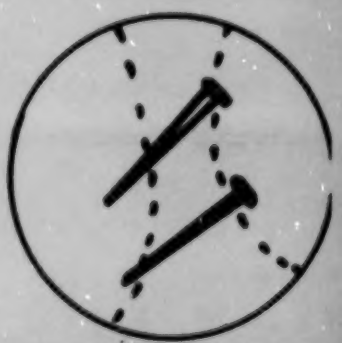






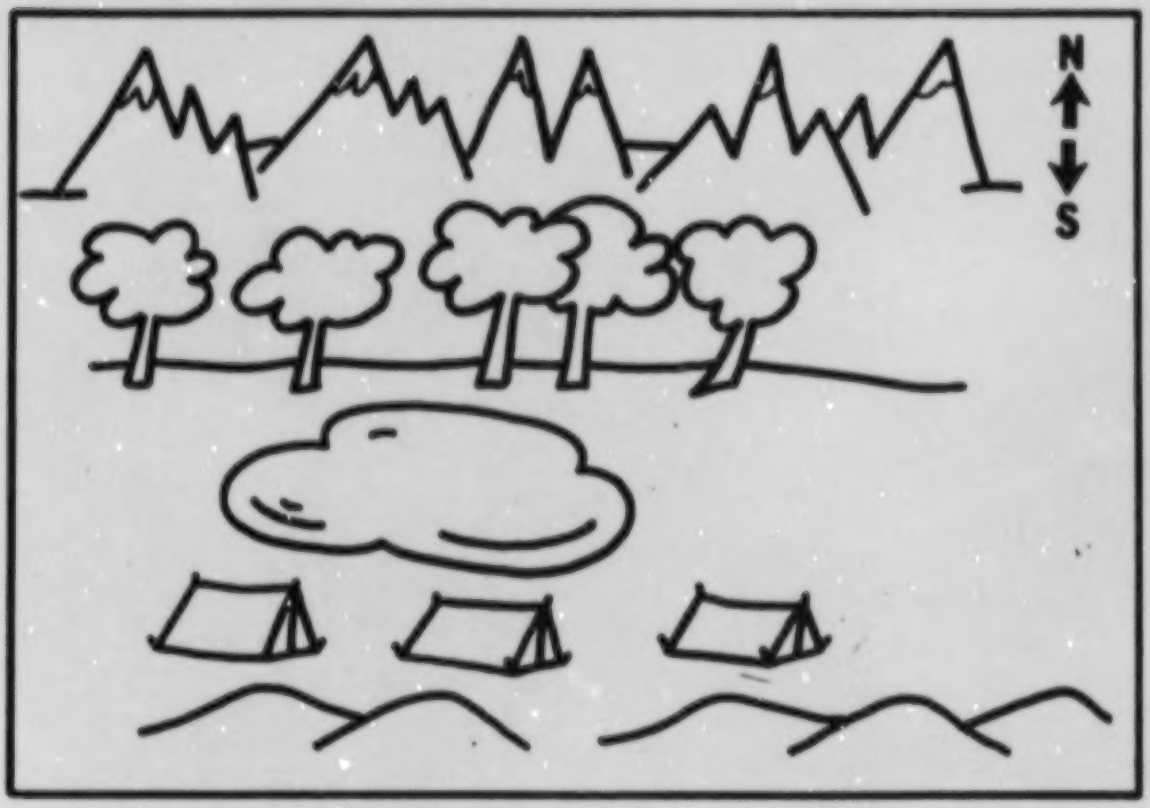
Maps are usually made so that north is at the top of the page and south is at the bottom of the page. Look at the map of the summer camp. In the upper right hand corner you will see two arrows. The top arrow points to the top of the page. The "N" above it stands for north. The arrow beneath points to the bottom of the page. The "S" beneath this arrow means south.

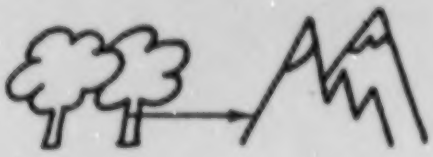
Beneath the map you will see two symbols connected with an arrow. What is the first symbol? (trees) What is the second symbol? (mountains) Look at the map. If you start at the trees and move toward the mountains, in which direction are you moving? (north) How do you know which way you are moving? (North is at the top of the page.) Write N on the dotted line of the first problem because you moved north from the trees to the mountains.

Continue in the same manner for the remaining problems.

COMMENTS:

Print N or S on the blanks to tell the direction you must go to get from the first picture to the second picture.



1.  ____

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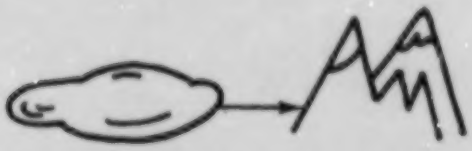
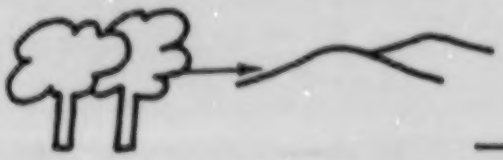
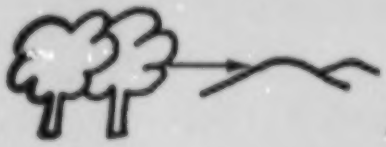
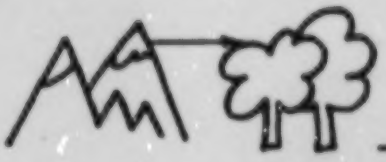
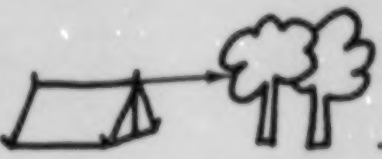
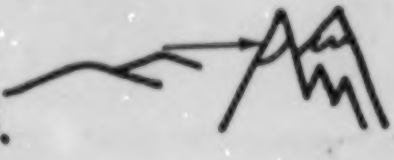
3.  ____

4.  ____

5.  ____

6.  ____

7.  ____

8.  ____

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B-3 Camp Counselor Final Consonant Sounds

Camp counselors take care of all of the children in their tent or cabin. Match each camper to the tent where he should be. Draw a line from the letter on each camper to the tent that has a picture that ends with the sound that letter makes.

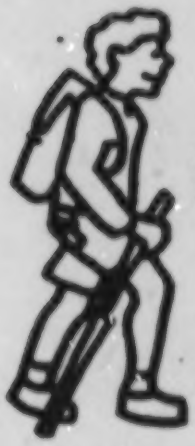
pointer
megaphone
bathtub

COMMENTS:

B-3 Camp Counselor

Final Consonant Sounds

Draw a line from each letter to the picture that ends with the sound that letter makes.



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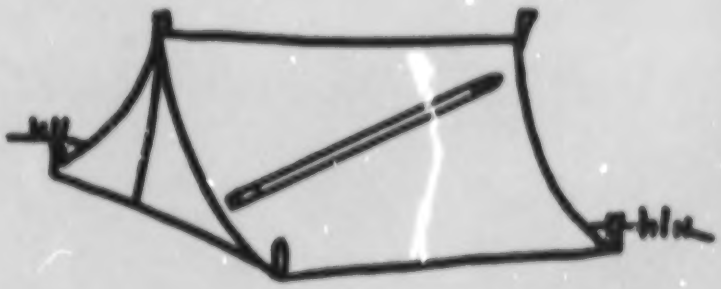

n

r

Sometimes when you look at a picture you know right away that something is true. Sometimes you know that something may be true, but the picture doesn't really show you. For every sentence that I will read, you will see a picture. If the picture goes with the sentence, circle that picture. If the picture does not describe the sentence, draw an X on the picture

Look at the first picture on your page. Now listen, The camper is learning canoeing. Can you tell from the first picture that the statement is true? (Yes, you can see the counselor helping the boy.) Draw a circle around this picture because it shows the statement is true.

Now look at the second picture and listen. The camp counselor teaches campers water safety. Can you tell that sentence is true by looking at picture number 2? (no) It may be true, but you can't see that in the picture. Put an X on this picture, because it does not show that the statement is true.

Continue in the same manner for the following statements/pictures.

3. The camp counselor takes his group of children for nature walks. (true)
4. At camp children learn to make things. (true)
5. At camp counselors teach children to play sports. (false)
6. Camp counselors enjoy being with children. (true)

COMMENTS:

Listen to each sentence as I read it to you. If the picture describes what the sentence says, circle that picture. If the picture does not describe the sentence, draw an X on the picture.

1

2

3

4

5

6

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B-3 Coach

Coaches are workers who help others stay in good physical shape. Coaches teach people different sports that will keep them active. They help us use our bodies in ways that will keep us healthy.

Some coaches work in schools. They teach children about exercise and sports. Coaches teach children different ways to use their bodies, so they will be healthier. They try to interest each child in some kind of activity that will help the child exercise his body. Coaches also teach children the rules of games and sports. By teaching rules, coaches hope to encourage children to play fairly and safely. Learning the rules of games and sports keeps children from getting hurt. If an accident happens and someone is hurt, the coach knows how to help the child until he sees the school nurse. This kind of help is called first aid. Coaches need to know about first aid in case someone is hurt while playing sports.

Some coaches are so good at one particular sport that they teach just that one sport. They may just work with football players, hockey players, ice skaters, or gymnasts. Some professional sports teams may have many coaches that are very good at some part of the game. For instance, a major league baseball team may have one coach to teach pitching, another to teach base running, and two coaches to teach batting - one for left-handed batters; one for right-handed batters.

Coaches make sports and games safe. They help teach players the best way to play a sport fairly and safely. They help us exercise our bodies as we have fun learning sports.

B-3 Coach Classifying Tools

Draw a circle around those tools used by a coach at work.

Clockwise from bat and ball: shoulder pads, whistle, traffic light, first aid kit, wrench, helmet, hammer.

COMMENTS:

20T

B-3 Coach

Classifying Tools

Draw a circle around those tools used by a coach at work.

B-3 Coach

Drawing/Self Expression

Draw a picture of your favorite sport.

COMMENTS:

21T

B-3 Coach

Drawing/Self Expression

Draw a picture showing your favorite sport.

This map shows a baseball diamond. The numbers within the small squares are the bases; H is home plate. The pitcher is on the pitcher's mound, a circle with a P in it. The triangles with letters in them are the other players.

In the upper left hand corner of the map are the arrows showing direction on the baseball diamond. Do you remember which direction is at the top of the page? (north) If you move toward the bottom of the page, in which direction are you moving? (south) The directions moving across your page are west and east. When north is at the top of the page, west is always on the left and east is always on the right. If the pitcher (P) threw the baseball to first base, in what direction would the ball be moving? (east)

The problems on your page ask you about directions on the baseball diamond. Look at the first problem. The first symbol is 3 in a square. Put your finger on third base on the map. The next symbol is an arrow. It means "move to". The third symbol is a P in a circle. Move your finger from third base to the pitcher's mound. In which direction did your finger move? (east) Write E on the line at the end of the problem because your finger moved east.

Continue with the remaining problems.

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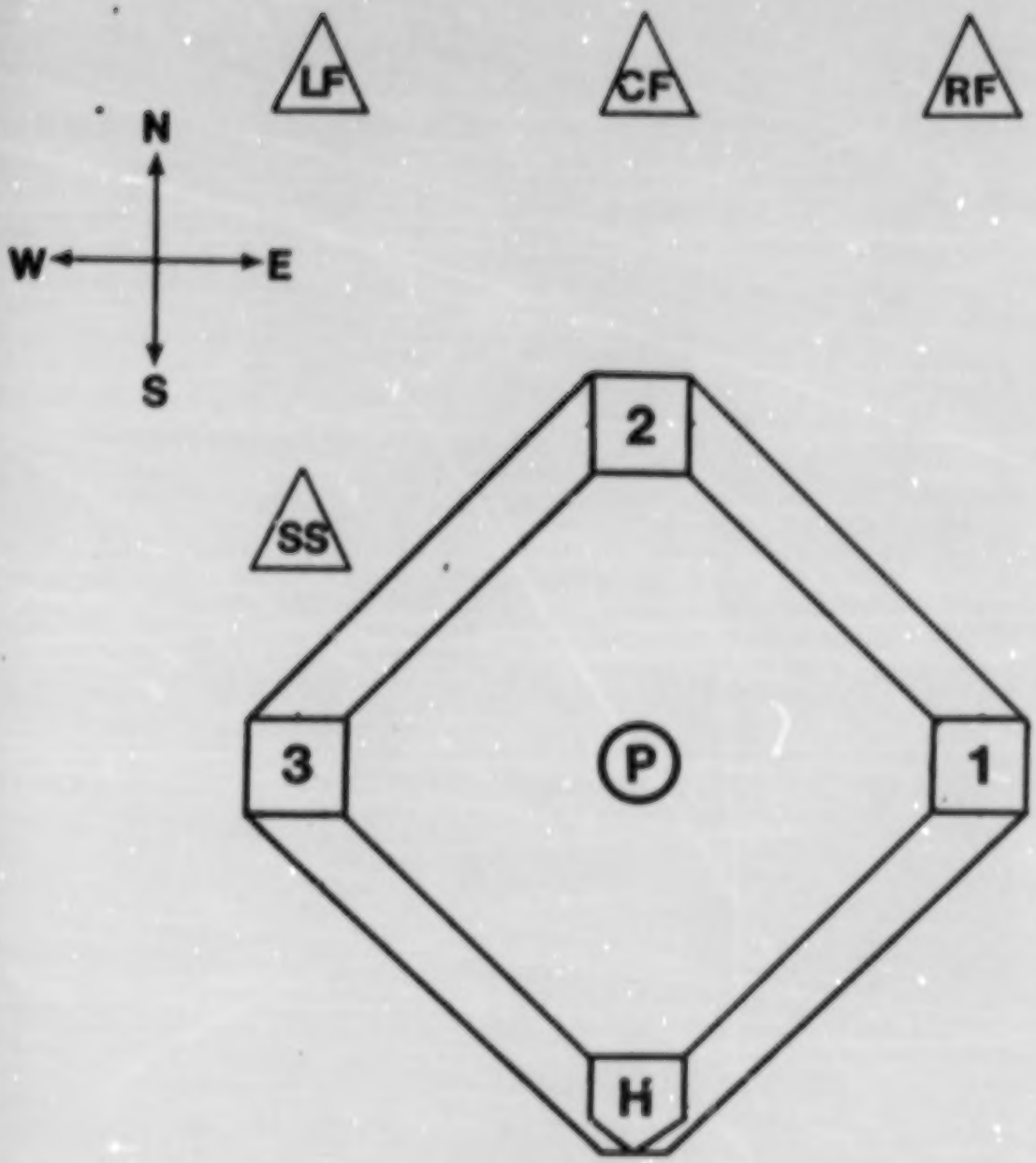
LF
CF
RF
N
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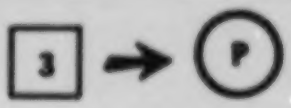
H

Show the direction moved in each problem by writing N, S, E or W on the line at the end of each problem.

1. 

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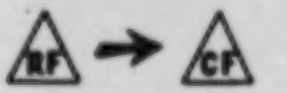
2. 

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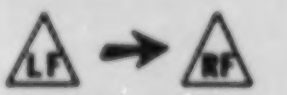
3. 

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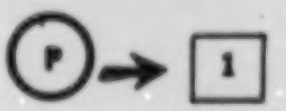
4. 

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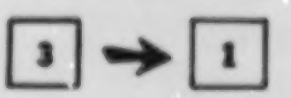
5. 

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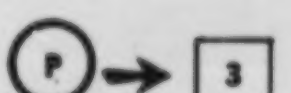
6. 

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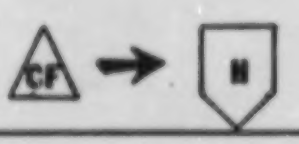
7. 

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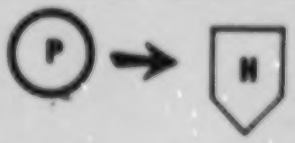
8. 

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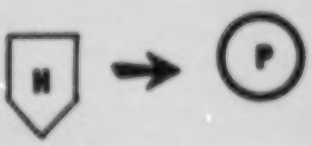
11. 

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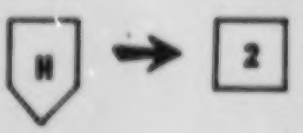
12. 

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B-3 Coach

Initial Consonant Sounds

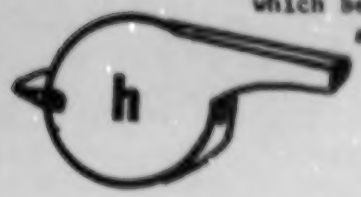
Coaches use different tools to teach different sports. However, at work, most coaches dress in sweat suits and carry a whistle. When coaches need their players to listen or stop what they're doing, they blow the whistle loudly. The whistle will get the players' attention even if they are making a lot of noise in a game.

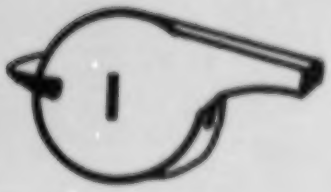
Each of the whistles below has a letter on it. Draw a line from each whistle to the sweatshirt with the picture beginning with that sound. Pictures: quilt, helmet, zipper, ladder, vacuum.

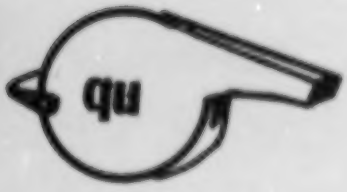
Draw a circle around the picture a coach might use at work. (helmet)

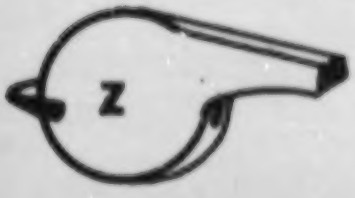
COMMENTS:

Draw a line from each letter to the picture which begins with that letter. Draw a line around the tool a coach uses at work.









B-3 Coach Main Idea

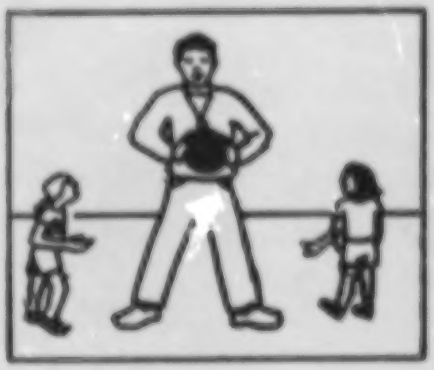
Draw a circle around each picture that shows a job that a coach would do at work.

COMMENTS:

25T

B-3 Coach

Draw a circle around each picture that shows a job that a coach would do at work.



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B-3 Coach

Final Consonant Sounds

A football coach uses special tools or equipment to keep his players safe. Each player wears a helmet to protect his head and face if he falls. The players also use shoulder pads to protect the upper parts of their bodies. The football coach helps the players learn to put on their helmets and shoulder pads. It is important for the players to wear their helmets and pads correctly so they get the best protection from them.

Match the helmets and shoulder pads by drawing a line from the letter on each shoulder pad to the helmet that has a picture <u>ending</u> in the sound of that letter.

Draw a circle around the pictures of things a coach might use at work.

COMMENTS:

Draw a line from each letter to the picture that ends with that letter. Draw a circle around those tools a coach uses at work.

B-3 Coach

Logical Validity
Classification

Coaches teach people about sports and the kind of tools and equipment used for each sport. It is important to use the right equipment when playing a sport. Using the right equipment helps players keep from being hurt.

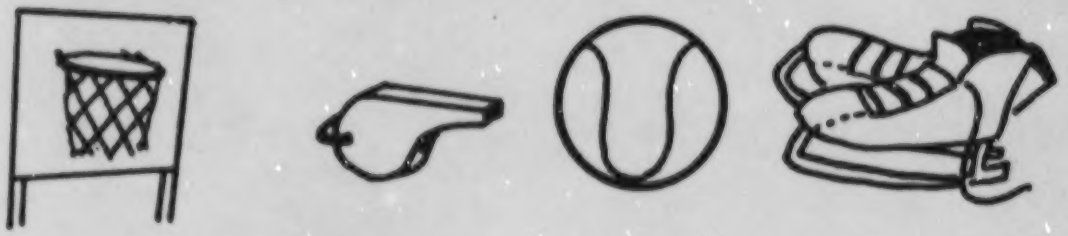
On your page are several rows of sports equipment. In each row, three of the tools belong to the same sport. One tool or piece of equipment is not used for that sport. In each row, cross out the tool or piece of equipment that does not belong with that sport.

COMMENTS:

27T

In each row, put an X on the tool or piece of equipment which does not belong.

1.

2. 

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Counselor/Coach Review Classifying Tools

Camp counselors and coaches often do the same kind of jobs. This means that the counselor and the coach could use the same tools sometimes. Draw a line from each tool to the worker who uses that tool. If both workers use the tool draw lines from the tool to each worker.

Counselor/Coach Review

Classifying Tools

Draw a line from each tool to the worker who uses that tool. If both workers use the tool draw lines from the tool to each worker.

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B-3 Usher

Ushers are workers who help people find their seats in theatres, playhouses, and sports stadiums. Ushers stand near the doors into theatres. When customers near the doors, they hand their tickets to the ushers. The ushers read the seat numbers that are written on the tickets. Sometimes the ushers tell the customers how to get to their seats quickly. Sometimes the ushers actually lead the customers to their seats.

When customers come into a theatre after a movie or a play has started, the theatre is dark. The ushers use flashlights to lead the people to their seats. The ushers move quietly, so that they don't disturb the people already enjoying the show.

At sports arenas, the seats are often outdoors. When ushers in sports arenas or stadiums lead customers to their seats, they often dust off the seats with a rag. If it has rained, the ushers dry the seats for the customers. This helps keep the customers' clothing dry.

Ushers give customers programs that tell who is performing on the stage. The program tells about the actors or musicians who are performing. This makes the performance more interesting for the people in the audience.

During the performance, the ushers stay nearby in case someone needs help. If someone becomes ill, the ushers help the customer leave the theatre safely. If someone is making a lot of noise that is disturbing the performers or the customers, the ushers will try to quiet the disturbance. Sometimes, the ushers will ask noisy people to leave the theatre.

Ushers make going to the theatre or stadium a more pleasant experience. They help us locate our seats quickly. They make sure that everyone has the opportunity to enjoy the performance.

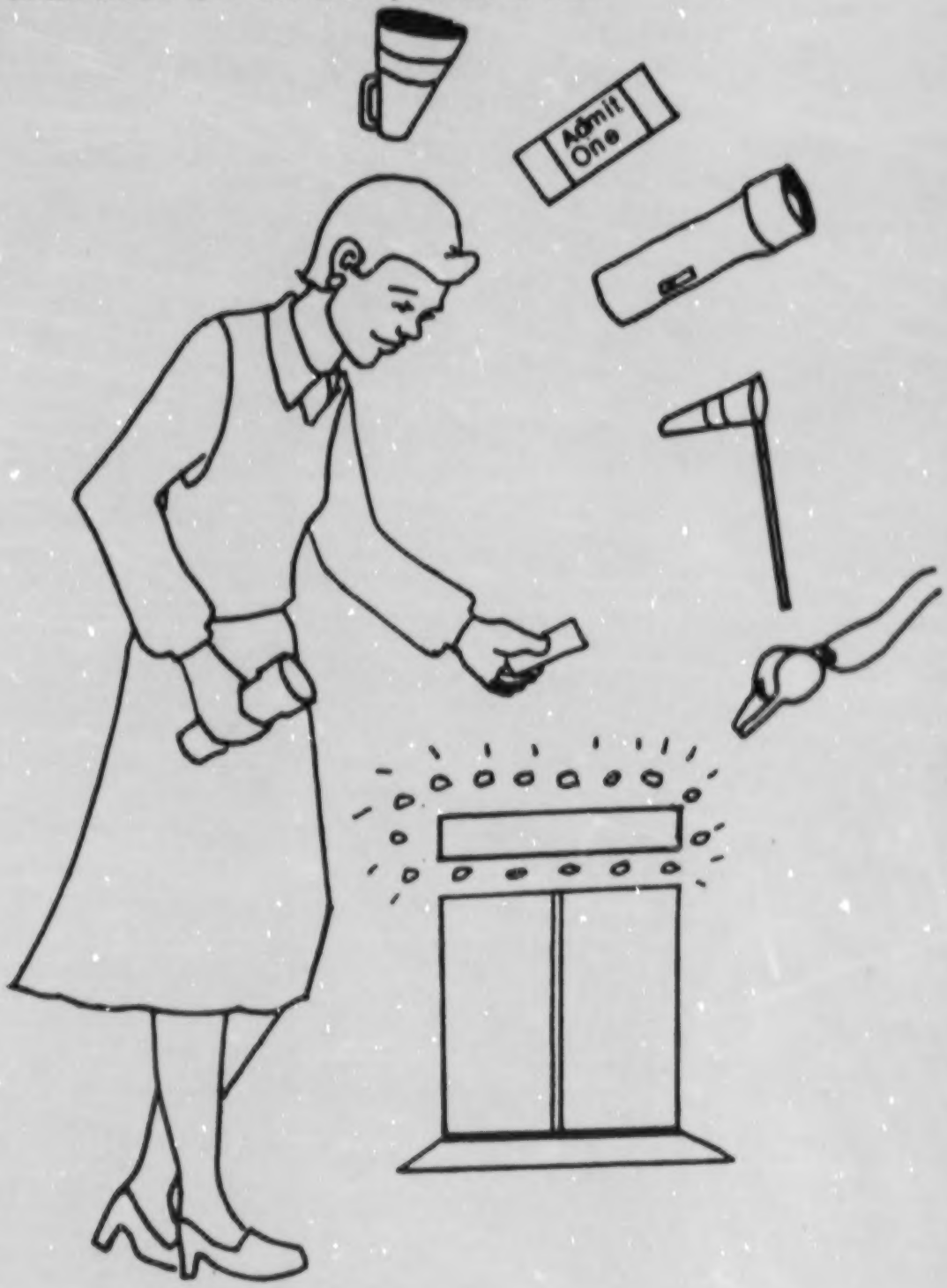
B-3 Usher Classifying Tools

Draw a circle around each tool used by ushers at work.

Clockwise from megaphone: ticket, flashlight, butterfly net, whistle.

COMMENTS:

Draw a circle around each tool used by urhers at work.



Ushers help people find their seats in theatres and playhouses. They have to match ticket stubs to seat numbers, to find each customer the right seat.

In each box on your page you will see a ticket stub with a picture on it, a letter, and three "seats" (circles). Look at the first box. What picture do you see? (ladder) What letter do you see near the ladder? (d) Where do you hear the "d" in ladder? Do you hear /d/ in the beginning, middle or end of the word "ladder"? (middle) Print the d in the middle seat or circle because you hear /d/ in the middle of ladder.

Continue with the remaining problems in the same way.

COMMENTS:

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B-3 Usher Sequence/Main Idea

The pictures on your page tell a story about the tasks an usher does at work. The pictures are not in order. Put the pictures in order by writing a number in the small square in each picture. As I read the story to you, I will tell you which number to use.

Listen to the first sentence. The usher stands by the door into the theatre and tells people where to find their seats. Find the picture that shows the usher telling people where to find their seats. Now write the numeral "1" in the small square at the top of this picture.

Continue in the same manner for the remaining statements:

2. The usher gives each customer a program to tell the customer about the performance.

3. The usher takes special care with handicapped customers.

4. After the performance has started, the usher uses a flashlight to lead late customers to their seats.

5. The usher helps customers leave safely, if they must leave during the performance.

6. When the performance is over, the usher makes sure that the customers leave in a safe, orderly way.

COMMENTS:

Listen and print the numeral of the sentence in the picture it talks about.

B-3 Recreation Cluster Review Main Idea

Workers in the Recreation Cluster help us enjoy our relaxation time. They help us find interesting and fun things to do.

On your pages are pictures of workers doing different jobs. Draw a line from each worker to the circle that shows some of the tools that worker would use. Then, draw a line from the worker's tools to the place where that person would work.

Look at the first picture. It shows a travel agent sitting at a desk. Draw a line from the travel agent to the circle showing the travel agent's tools. Which circle shows the travel agent's tools? (maps, telephone, tickets, pamphlets). Which box shows a place where the travel agent would work? (office with maps, books, etc.) Draw a line from the travel agent's tools to the place where the travel agent works.

Continue in a similar manner for: tour guide and camp counselor

COMMENTS:

33T

Draw a line from each worker to the circle containing that worker's tools.
Then draw a line from the tools to the place where that worker works.

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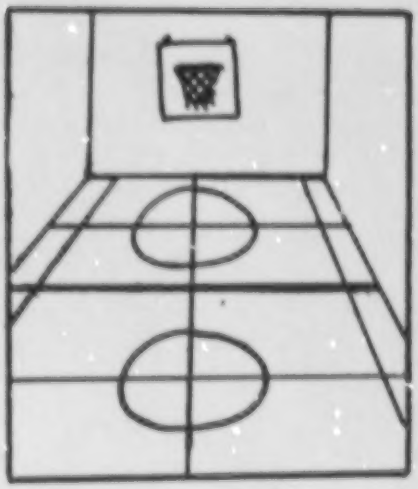
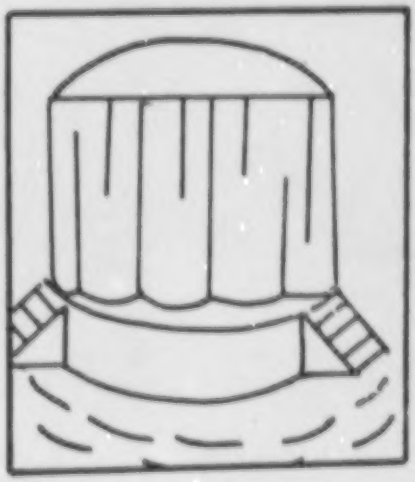
CONCERT





B-3 School Bus Driver

School bus drivers drive children to and from school. They start very early in the morning, so that the children get to school on time. They stop at each house to pick up children.

School bus drivers work in special buses. School buses are all painted yellow, so that other drivers recognize them. Drivers know that they must be very cautious when they are near school buses. The school buses have special lights that come on when the bus stops. When the lights are on, other drivers must stop their cars, to let children cross the road. School buses have large mirrors on the outside so the drivers can see what traffic is behind the bus. There is also a mirror inside the bus so the driver can watch the children. Bus drivers must be sure that all of the children are in their seats when the bus is moving. There is a first aid kit in the bus, in case a child gets hurt or there is an accident.

Besides knowing all the traffic laws, rules, and signs, bus drivers must learn all of the special rules about school buses. They must know when they have to use their special lights and when they have to stop their buses. Some bus drivers drive handicapped children to and from school. They have to know about loading wheel chairs and other equipment that the children need. Some school buses have special lifts to help handicapped children get on the bus.

At the beginning of each school year, the bus drivers get maps of their bus routes. The maps show the bus drivers all of the houses on their route, at which houses they must stop, and where they can turn the buses around. Bus drivers keep track of how long their route takes them. They wear watches to check the time they should be at each stop.

School bus drivers take a special test before they can start work. They must prove that they are excellent drivers. They are responsible for the safety of the children they drive. It is not easy to drive and remember all of the traffic laws and rules with a bus full of talking children.

B-3 School Bus Driver Classifying Tools

Draw a circle around each tool used by school bus drivers at work.

Clockwise from bus: sign, traffic light, ticket, lights, travel books, map, wristwatch, whistle

COMMENTS: **35T**

B-3 School Bus Driver Classifying Tools

Draw a circle around each tool used by school bus drivers at work.

73 BEST COPY AVAILABLE

B-3 School Bus Driver Short Vowel U

School bus drivers work in school buses. Say the work "bus". In "bus" you hear the short vowel sound of u. The short vowel sound of "u" says /u/. Can you name some other words with the /u/ sound? (bug, tug, rug, hum, etc.)

Some of the pictures on your page have the short u sound. Other pictures don't. Connect all of the dots by the short u pictures to draw the path the bus driver takes to school. Do not connect any dots that don't have the short u sound. Begin at the dot near the bus, because bus has the /u/ sound.

COMMENTS:

36T

8-3 School Bus Driver

Short Vowel U

To find the path the school bus takes to school, connect all the dots near pictures with the short u sound.

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B-3 School Bus Driver Drawing/Self Expression

Draw a picture of your school bus driver and your bus.

COMMENTS:

37T

3-3 School Bus Driver

Drawing/Self Expression

Draw a picture of your school bus driver and your bus.

B-3 School Bus Driver Sequence

The pictures on your page tell a story about a school bus driver's day. Listen as I read the story. Put the pictures in order by writing the correct number in the square in each box.

Listen to the first sentence. The bus driver checks his lights to make sure they work properly. Find the picture that shows the driver checking the lights and write a one in the square of that picture box.

Continue in a similar manner with sentences:

2. The school bus driver stops the bus at each house to pick up children.

3. He turns on the lights to make other cars stop while the children get on the bus.

4. The driver checks his watch to make sure he's on time.

5. After the bus driver checks his mirror to see that the children are sitting down, he drives the bus away.

6. The driver looks in his outside mirrors to see how many cars are behind him.

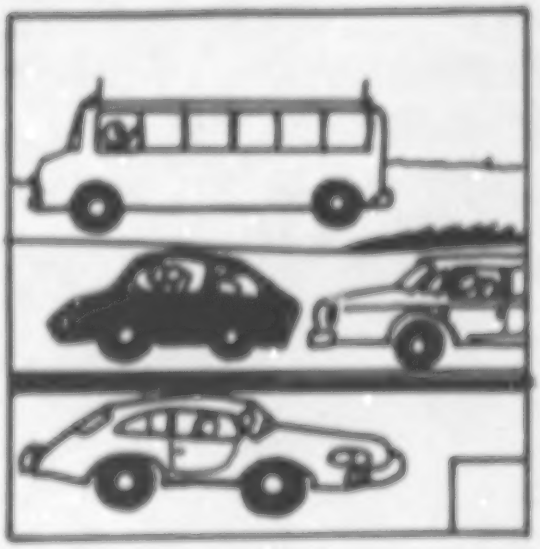
7. Sometimes he pulls off the road to let other traffic go by the bus.

8. When the bus gets to the school, all of the children get off the bus.

COMMENTS:

38T

Listen and write the number of the sentence in the corner box of the picture the sentence tells about.



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On your page is a map of a school bus route. Listen as I tell you the route the bus follows each morning. Draw a line to show where the school bus goes. Put an X on the map at each place where the bus stops.

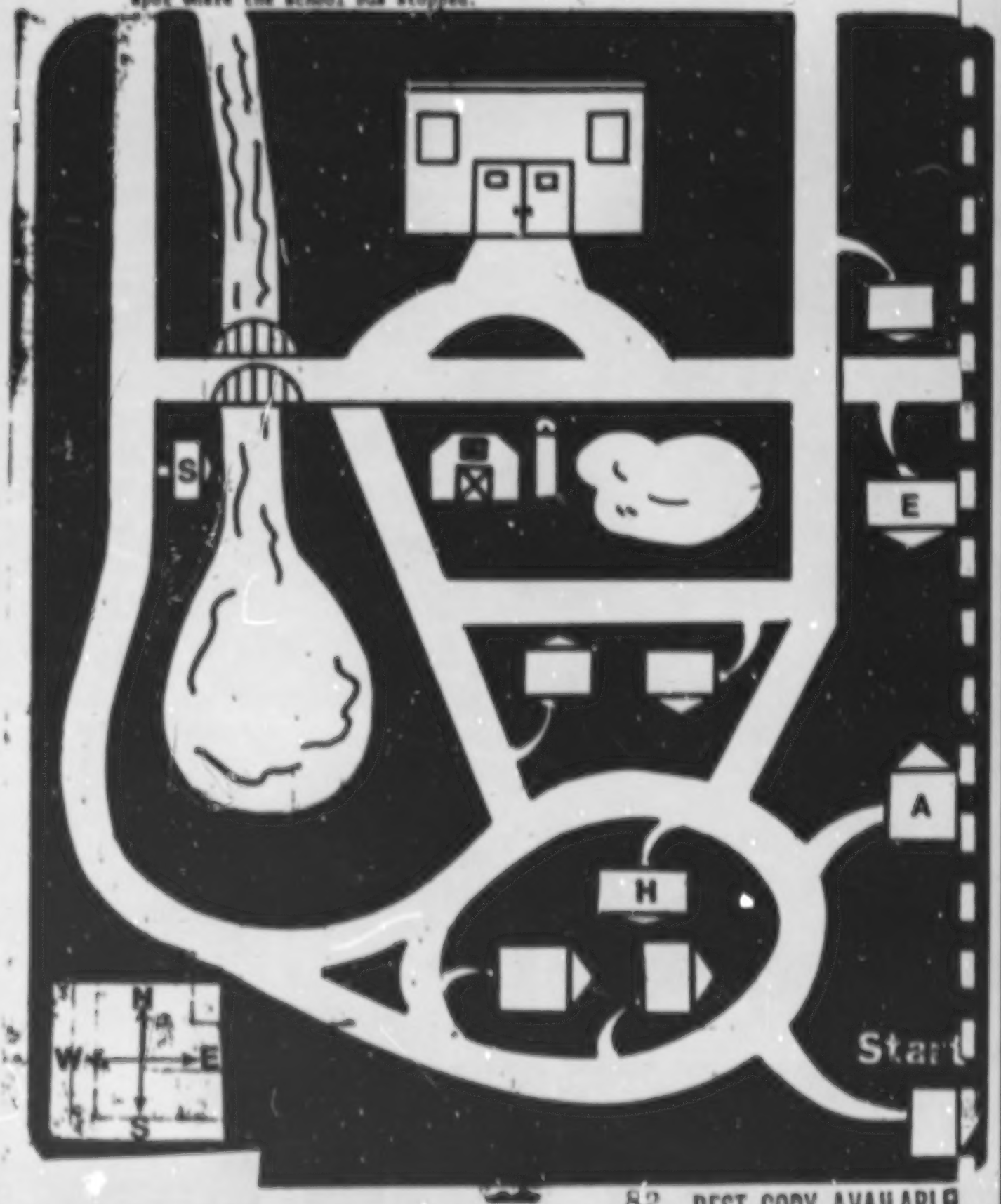
1. The bus starts at the house near the circle.
2. Then it turns right at the circle and stops at house A.
3. The bus continues around the circle and stops near house M to pick up three children.
4. The bus drives north to stop at House S, then turns right to cross the bridge.
5. Next the bus turns right at the next corner, travels south, then turns at the corner past the barn.
6. The bus turns left at the next corner and travels north to house E where it picks up two more children.
7. The bus turns left at the next corner and travels west to the school.

40T

School Bus Driver

Map Skills

Listen and trace a line showing where the school bus went. Put an X on each spot where the school bus stopped.



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B-3 Airplane Pilot

Airline pilots fly airplanes. They have special training to learn about different kinds of airplanes, how they work, and what rules and laws must be followed.

Pilots arrive at the airport long before the airplane is scheduled to leave. They have to make a flight plan to let the airport know the route they are flying, how high they are flying, and what time they expect to arrive at other airports. Before the plane takes off, the pilots check all of the instruments and gauges to see that they are all working properly. Pilots don't fly the plane if something is wrong. They wait until it is fixed.

When pilots are nearly ready to leave, they put on a headset which is connected to a radio. The headset fits over their ears and allows the pilots to listen and talk to the control tower of the airport. The people in the control tower tell the pilots when to take off, which runway to use, and how high to fly. The people in the control tower keep track of all of the planes that are coming into and leaving from the airport.

Once in the air, pilots must keep the airplane on the course that they chose in their flight plan. One of the instruments that helps them do this is a compass. The compass tells them whether they are flying north, south, east or west. Another instrument pilots use is the altimeter. The altimeter tells the pilots how high they are flying. Once the pilots are flying on course at the proper speed and height, they can set the automatic pilot. This instrument keeps the airplane on a constant speed, course and height. If they need to change course for any reason, they call the control tower to let them know. This avoids having airplanes too close together.

Storms can cause airplanes to go off course and sometimes crash. Other storms can close airports that pilots are planning to use. Pilots must be aware of the weather at all times. All airports have very sensitive equipment which keeps track of storms. Pilots can look at weather maps in the airport to see if their courses are clear of storms. If a storm comes when the airplane is already in the air, the pilots call the control tower and advise them that the plane is changing course. The pilots are responsible for any change that is made and must make the final decision.

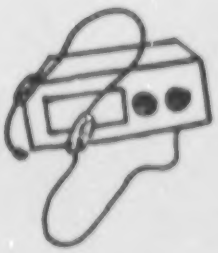
Pilots work very hard to make sure the travelers are safe. They travel all of the time and are usually home very little. They stay in hotels in unfamiliar cities frequently. They have to be in excellent physical shape. Pilots are checked by doctors regularly to be sure they are healthy. Flying an airplane full of people is a job that requires pilots to be responsible workers.

41T (continued on next page)

Draw a circle around each picture of something an airplane pilot uses at work.

Clockwise from airplane: compass, radio and headset, canoe, weather map, baseball bat.

COMMENTS:



Draw a circle around each picture of something an airplane pilot uses at work.

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B-3 Airplane Pilot Vowel A

Airplane pilots use weather maps to keep track of storms. They can fly their planes more safely if they know where the storms are.

At the top of your page are pictures of a map and a plane. The words "map" and "plane" both have the sounds of "a". In the word "plane" the "a" says its name. This sound is the long sound of "a". Can you hear the /a/ in plāne? In the word "map" you hear the short or /ă/ sound of "a".

The small pictures of tools on your page are pictures of words containing "a". Some words have the long or /ā/ sound of "a"; others have the short or /ă/ sound of "a". Draw a line from each picture that has the ā sound to the picture of the plane. Draw a line from each picture which has the /ă/ sound to the picture of the map.

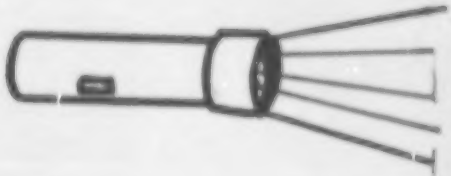
COMMENTS:

42T

B-3 Airplane Pilot

Vowel A

Draw a line from each picture having the long a sound to the plane. Draw a line from each picture containing the short a sound to the map.



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A timetable is a sheet of paper showing what time different planes leave from or arrive at airports. Airlines give timetables to customers so the customers can choose the flight that best suits their needs.

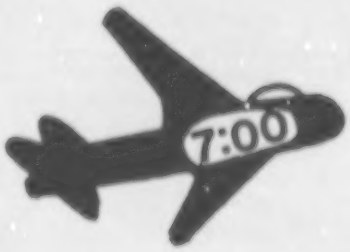
On your page are several airplanes and clocks. Written on each airplane is the time the airplane will leave the airport. Draw a line from each airplane to the clock which shows the time it will leave.

Look at the first airplane. This plane will leave at 3:00. Draw a line from the plane to the clock which shows 3:00.

Continue in a similar manner with the remaining times.

COMMENTS.

Draw a line from the time printed on each airplane to the clock that shows that time.



B-3 Airplane Pilot

Before/During/After

Pilots do many jobs. Some jobs are done before the flight takes off; some after the flight lands. Other jobs are done during the flight when the plane is in the air.

The pictures on your page show some of the jobs a pilot does. I will read a sentence that tells about the picture. You will tell when the picture happened - before, during, or after the flight of the airplane. In the box in the corner of each picture write B if the job happened before the plane moved; D if the job happened during the flight; or A if it happened after the flight.

Look at the first picture and listen:

The pilot looks at a weather map to see if there are any storms coming.

When does the pilot do this? (before flight) Print a B in the corner box of the first picture.

Continue in a similar manner:

2. The pilot greets people as they leave the plane.
3. The pilot sets the automatic pilot so the plane stays on course.
4. The pilot gets to the airport early because he has many things to do.
5. The pilot gives the airline his flight plan so they know where he will fly.
6. The pilot tells the control tower that he must change his course.

COMMENTS:

1

2

3

4

5

6

B-3 School Bus Driver/Airplane Pilot Review

School bus drivers and pilots do different jobs, but some of the things they do are almost alike. Each sentence on your page has a circle in front of it. I will read the sentence to you. If the sentence tells only about the school bus driver, put an S in the circle. If it talks about only the pilot, put a P in the circle. If it talks about both workers, put S and P in the circle.

Follow along as I read the first sentence. The worker checks his vehicle to see that everything is working properly. Does this sentence tell about the pilot, the school bus driver or about both workers? (both) What will you write in the circle? (S & P) Continue in the same manner for:

2. The worker turns on special lights to warn other traffic that he is stopping. (S)

3. The worker checks his watch to make sure his vehicle is on time. (SP)

4. The worker writes down the course he plans to take. (P)

5. The worker is responsible for the safety of the people who ride in his vehicle. (SP)

6. The worker stops his vehicle at every house. (S)

7. The worker uses a radio and headset to liuten and to talk. (P)

8. The worker learns all of the laws and rules about his vehicle. (SP)

9. The worker flips a switch to make his vehicle drive itself. (P)

10. The worker keeps track of the weather so he knows when storms are coming. (P or SP)

COMMENTS:

B-3 School Bus Driver/Airplane Pilot Review

Listen and print in the circle S for school bus driver, P for airplane pilot, or SP for both workers.

1 The worker checks his vehicle to see that everything is working properly.

2 The worker turns on special lights to warn other traffic that he is stopping.

3 The worker checks his watch to make sure his vehicle is on time.

4 The worker writes down the course he plans to take.

5 The worker is responsible for the safety of the people who ride in his vehicle.

6 The worker stops his vehicle at every house.

7 The worker uses a radio and headset to listen and to talk.

8 The worker learns all of the laws and rules about his vehicle.

9 The worker flips a switch to make his vehicle drive itself.

The worker keeps track of the weather so he knows when storms are coming.

B-3 Trucker

Truck drivers drive trucks all over the country. They haul all kinds of things with their trucks. Some truck drivers work for large trucking companies who actually own the trucks. Other truck drivers own their trucks.

Truckers are away from home a lot. Some even sleep in their truck on long trips. They must read maps carefully to find the best way to drive and deliver their load. They must also read road signs carefully. Truckers can learn about these things in special training schools.

Truckers load their trucks at loading docks. Loading docks have wide doors so the truckers can back the truck toward the building until the truck almost touches the building. The truckers lower a ramp between the truck and the loading dock to make loading the truck easier. When the trucks are loaded, the truckers pull carefully onto the highway. They check their side and rearview mirrors to keep track of the traffic behind them. They pay close attention to traffic signs to find the correct roads. Truckers must be especially careful at traffic lights because trucks need a longer time to slow to a stop. As the truckers drive down the highway, they use CB radios to talk to other truckers. They listen for reports of bad weather, traffic accidents or other unsafe conditions.

The companies who own the trucks are responsible for keeping the trucks in good repair. However, when trucks break down on trips, often the truckers must make on-the-spot repairs. They carry a tool box in each truck. The tool boxes contain wrenches and other tools that might be needed. Truckers often carry spare parts in case they need to replace something. Truckers always have lug wrenches, jacks and spare tires in case they must change a tire while on a trip.

Truckers do very important work. They carry all kinds of products to the places where they are needed. Some truckers drive dump trucks which carry gravel and tar to build roads. Some truckers drive refrigerated or cooled trucks to carry fresh or frozen vegetables and meats to supermarkets. Other drivers drive flat-bed trucks which carry heavy equipment for factories. Truckers work long hours to make sure that people get the things they need.

Classifying Tools

B-3 Trucker

Draw a circle around each tool used by a trucker at work.

Clockwise from traffic light: whistle, flashlight, pointer, tool box, road sign, tools, truck, road sign, road sign, road sign, map, wind sock, CB radio.

46T

Draw a circle around each tool used by a trucker at work.

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B-3 Trucker

Two places that truckers work are on roads and at loading docks. At docks they load and unload goods. When on the road, they are driving to deliver goods.

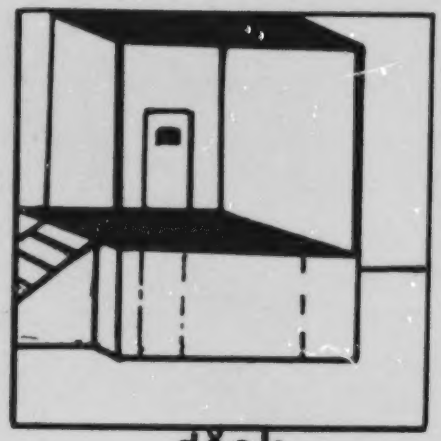
Look at the two pictures at the top of your page. The pictures show a road and a dock. Both words are written beneath the pictures. The words "road" and "dock" both have the vowel "o". In "road", the "o" says its name. This is the long vowel "o" sound. In "dock" you hear the short sound of "o".

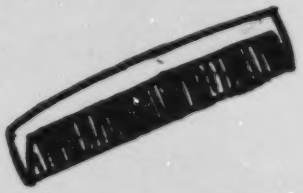
The small pictures on your page all have "o" sounds. Some have the /ŏ/ sound heard in "dock". If the picture word has the sound you hear in "road", draw a line from that picture to the picture of the road. If the picture word has the sound you hear in "dock" draw a line from that picture to the dock.

COMMENTS:

47T

Draw a line from each picture with the short o sound to the picture of the dock.
Draw a line from each picture with the long o sound to the picture of the road.





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Truckers try to make their trips as quickly and safely as possible. Most truckers carry watches or have clocks in their truck cabs so they can keep track of time.

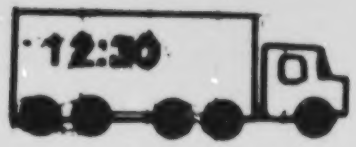
Match each time written on the trucks to the clock that shows that time.

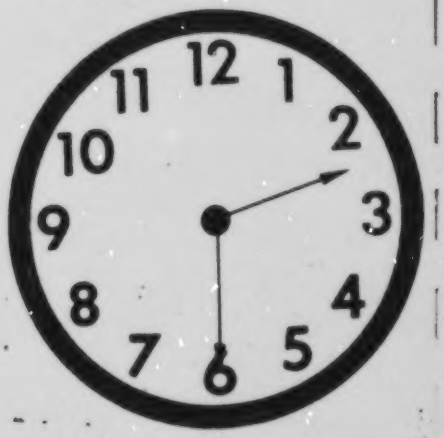
COMMENTS:

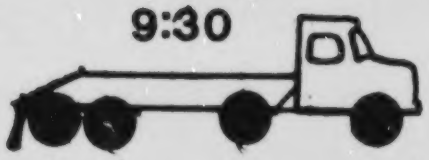
B-3 Trucker

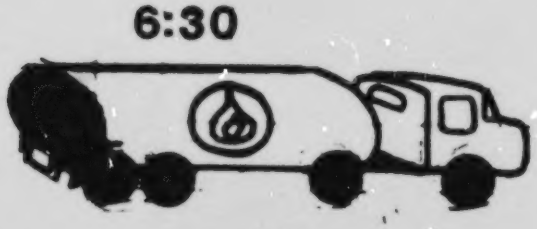
Time

Draw a line from each time to the clock which shows that time.









Each row of pictures on your page shows two things that could happen to a trucker at work. I am going to read a statement to you. You will draw a circle around the picture which shows the outcome of the sentence.

Look at the pictures in row number one. Now listen. The trucker drove over a broken bottle. Which picture shows the result of driving over a broken bottle? (flat tire) Draw a circle around the picture which shows a flat tire.

Continue in the same manner for:

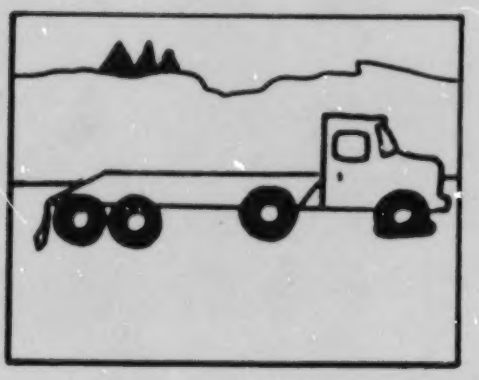
2. The truck's engine stopped suddenly.
3. The trucker drove too fast.
4. The trucker needs help to fix his truck.
5. The trucker didn't check his load before he started.
6. The trucker drove onto the wrong road.

COMMENTS:

B-3 Trucker

Cause/Effect

Listen and circle the picture that shows the result.



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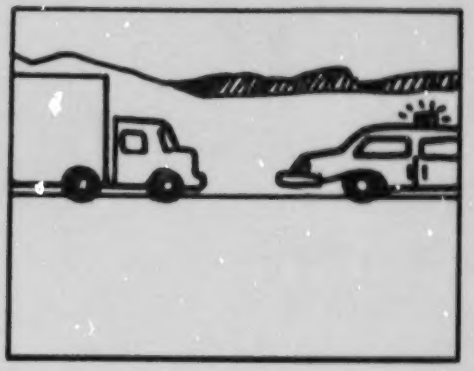

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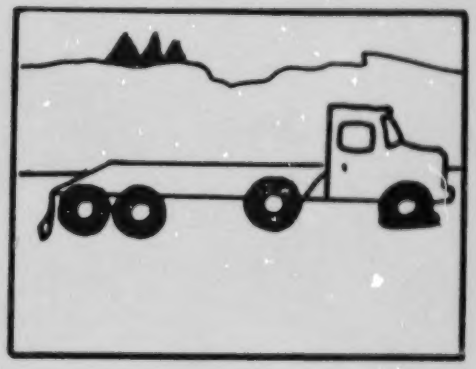

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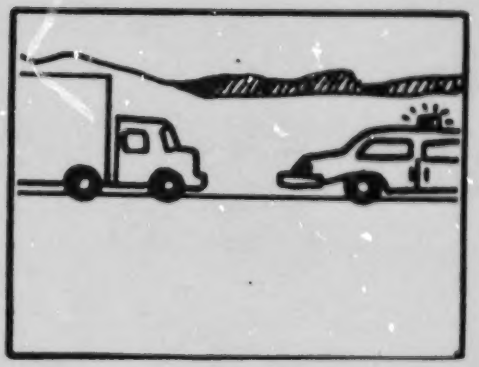

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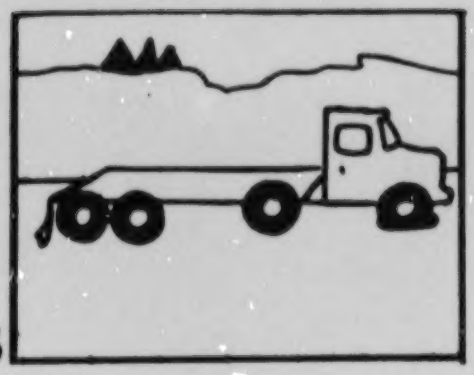

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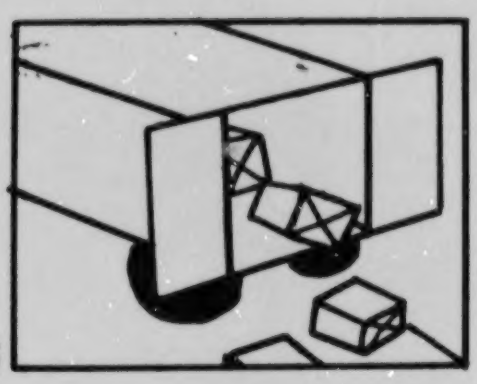

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7

B-3 Mover

Movers are people who are hired to move furniture and other household items when a family changes houses. Sometimes movers move families and their things a short distance; sometimes they move households across the country. Museums and art galleries sometimes hire movers to move very delicate things.

When a family is moving to a new house, they can hire movers to do most of the work. Sometimes the family packs its belongings, but movers will do the packing, too. Movers have special tools to help them pack articles safely. Dishes are packed in sturdy boxes, with thick paper between each dish. Glasses and cups are packed in special boxes with cardboard separations between each piece. Careful packing will keep dishes and other breakables from cracking and breaking. Often movers use wooden crates to hold delicate items like glassware and china. They use a hammer and nails to close wooden crates. Sheets, towels, and other cloth articles are packed in special boxes with plastic linings to keep the articles dry. By using these special boxes and crates, the movers keep the family's belongings undamaged.

Movers use dollies or hand trucks to move the heavy crates when they are packed. A dolly is a wooden platform with four wheels. The movers load several boxes on the dolly, then pull the dolly to the van or truck. A hand truck has two wheels and a back to lean things against. Boxes are piled on the hand truck, one on top of the other. When the mover uses the handles to tilt the hand truck toward him, the boxes slide against the back rest. The mover can then easily roll the hand truck to the truck or moving van.

Movers take special care to move furniture so that it won't be scratched or broken. They cover the furniture with moving pads. Moving pads are made of several layers of material. They look like quilts and protect furniture from scratches, chips and dents.

When everything is packed and padded, the movers use the dollies and hand trucks to load the truck. Usually the movers place a ramp between the ground and the the truck. Then they can roll the dollies or hand trucks right into the moving van. When the van, or truck, is loaded, the movers drive it to the new house and unload.

Although there are many ways people can move their own belongings, they sometimes hire professional movers. Movers are trained to pack and move things in such a way that nothing is damaged. By hiring professional movers, people hope to have their belongings moved safely.

Draw a circle around each tool used by movers at work.

Clockwise from whistle: hammer and nails, hand cart, ball and bat, dolly, moving truck or van, crate, ramp, pointer, moving pad.

COMMENTS:

Draw a circle around each tool used by movers at work.

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Movers pack things in special boxes. The movers working on your pages are sorting by vowel sound into the two boxes at the top of your page. One box has the numeral nine; the other has the numeral six. Both nine and six have the letter i, but they have different sounds. The "i" in nine has the long vowel sound that says its own name. "Six" has the short vowel sound.

Draw a line from each small picture with the long "i" sound to the box with "nine" on it. Draw a line from each small picture with the short i sound to the box with the six on it.

COMMENTS:

Draw a line from each picture with the long "i" sound to the box with the nine on it. Draw a line from each picture with the short "i" sound to the box with the six on it.

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Listen to the sentence, then mark the picture which best shows the idea in the sentence.

Look at the first two pictures and listen. The mover places a moving pad over furniture before carrying each piece to the truck. Which picture best shows "The mover places a moving pad over furniture before carrying each piece to the truck"? (second picture) Draw a circle around the second picture.

Continue in the same manner with:

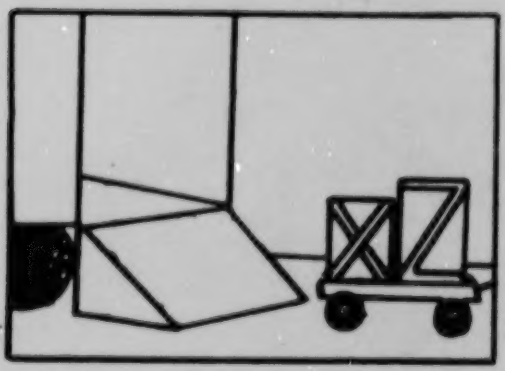
2. The driver uses a ramp to roll the dolly, loaded with boxes, onto the truck.
3. Movers pack glasses in special boxes with cardboard divisions.
4. Movers use wooden crates to pack heavy breakable items.
5. Movers move several boxes at one time by loading the boxes on a hand truck.
6. Movers pack carefully to avoid breakage.

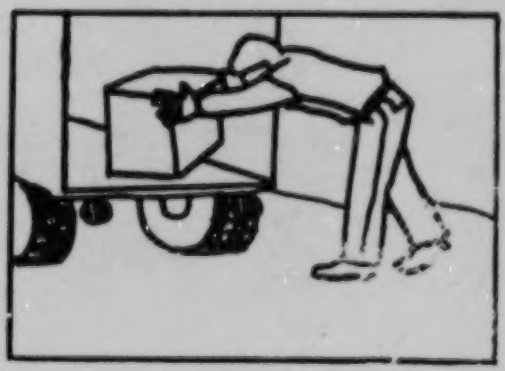
COMMENTS:

Circle the picture which best shows the idea in the sentence.

1

2





3

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4

5

6

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B-3 Trucker/Mover Review

Some of the sentences on your page talk about truckers; some about movers. Other sentences talk about both workers. After I read the sentence to you, write T in the circle if the sentence is about truckers; M if the sentence is about movers; and TM if the sentence talks about both workers.

Listen to the first sentence: The worker packs breakable items carefully so they won't break. Which worker does this sentence talk about? (mover) What letter should you print in the circle? (M)

Continue in the same manner with:

2. The worker drives the loaded truck.(TM)
3. The worker makes repairs on his truck when it breaks down. (T or TM)
4. The worker talks on a CB radio to find out about traffic problems. (T or TM)
5. The worker backs into a loading dock to pick up his load.(T)
6. The worker uses maps to find the quickest route. (TM)

COMMENTS:

55T

B-3 Trucker/Mover Review

Listen and mark in the circle T for trucker, M for mover, TM for both workers.

1 The worker packs breakable items carefully so they won't break.

2 The worker drives the loaded truck.

3 The worker makes repairs on his truck when it breaks down.

4 The worker talks on a CB radio to find out about traffic problems.

5 The worker backs into a loading dock to pick up his load.

6 The worker uses maps to find the quickest route.

B-3 Railroad Engineer

Railroad engineers drive trains. They work in the locomotive engine of the train. The engine provides the power to pull the rest of the train along the track.

When at work, the engineer sits in the cab of the engine. Unlike other types of drivers like truckers or pilots, the railroad engineer does not steer his vehicle. Trains have special wheels that ride on a track, so the train goes only where the track goes. Instead, the railroad engineer watches gauges that tell how the engine is working. Sometimes he makes adjustments so it works better. The engineer controls the speed of the train by moving the throttle. He must learn how to slow down and speed up the train without disturbing the load or the passengers.

Learning to be a railroad engineer takes many years. First you must become a railroad fireman. The fireman sits in the cab of the engine beside the engineer. The engineer helps the fireman learn about the gauges and controls in the cab. He also helps the fireman learn the rules and laws about trains.

Before an engineer leaves on a trip, he reads his trip orders. The orders tell him when to leave and where to pick up train cars. The orders advise him of any special track conditions that he should be aware of. When he has read the orders, the engineer checks his engine to make sure that everything is working properly.

Once on the main track, the engineer increases the speed of the locomotive. He reads special signs along the track that tell him how fast to go. He follows his trip orders exactly, so that he avoids other trains scheduled on his track. Each time he nears a place where a highway or road crosses the railroad track, the engineer slows the train and pulls the cord on his whistle. Trains have a special whistle that can be heard for long distances. The engineer needs to let other traffic know that he is coming to the crossing.

Railroad engineers are responsible for the trains they run. Some engineers work on trains hauling freight like new cars, coal, or steel. Some engineers work on passenger runs, carrying people. Other engineers work in railroad yards, running the trains for very short distances. These engineers never take trains onto the main tracks.

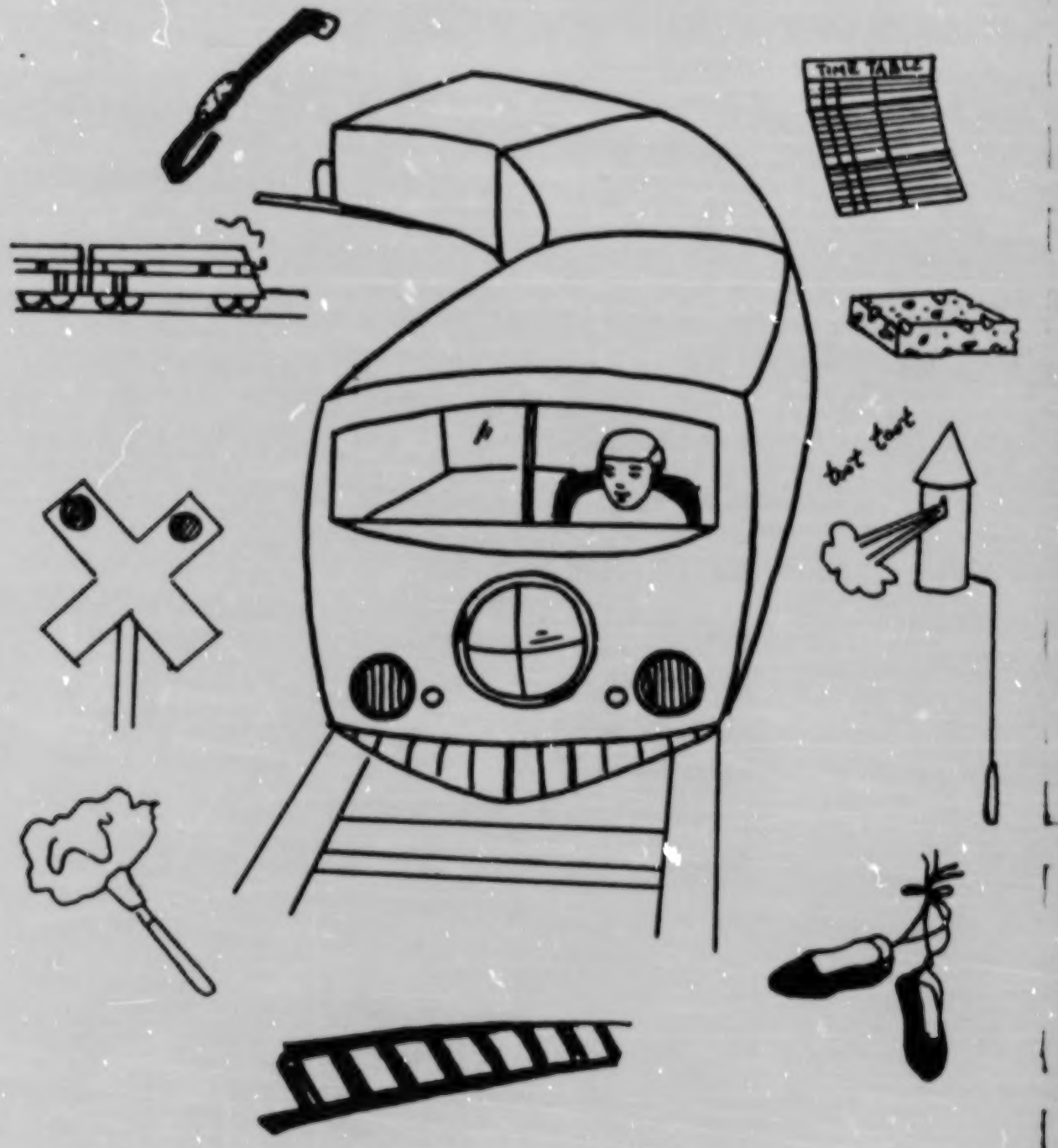
B-3 Railroad Engineer Classifying Tools

Draw a circle around each tool used by railroad engineers at work. Clockwise from watch: timetable, sponge , whistle, dancing shoes, track, feather duster, signal, train.

56T

COMMENTS:

Draw a circle around each tool used by railroad engineers at work.



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B-3 Railroad Engineer Sequence

The railroad engineer has responsibility for the train he drives. He is also responsible for the goods or people that are on the train.

The pictures on your page show some of the tasks that a railroad engineer does. Tell when each picture happens by writing a letter in the square in the corner of each picture. Print B if the job is done before the train moves; D if the job is done during the train trip; and A if the job is done after the train trip. Put an X on the picture that shows something not done by railroad engineers.

Look at the first picture. It shows the engineer moving the throttle. Does this happen before, during, or after the train trip? (during) Print D in the corner of that box.

Continue in the same manner for pictures:

2. The engineer is given his trip orders, which tell him where he will go. (B)
3. The engineer looks for problems on the track. (D)
4. The engineer reports how the trip went. (A)
5. The engineer steers the train to keep it on the tracks. (X)
6. The engineer blows the whistle before he comes to the railroad crossing. (D)

COMMENTS:

B-3 Railroad Engineer

Sequence

Listen and print B if the picture is before the train trip; D if during the train trip; A if after the train trip. Put an X on the picture of something an engineer does not do.

1

The engineer moves the train throttle.

2

The engineer is given his trip orders, which tell him where he will go.

3

The engineer looks for problems on the track.

4

The engineer reports how the trip went.

5

The engineer steers the train to keep it on the tracks.

6

The engineer blows the whistle before he comes to the railroad crossing.

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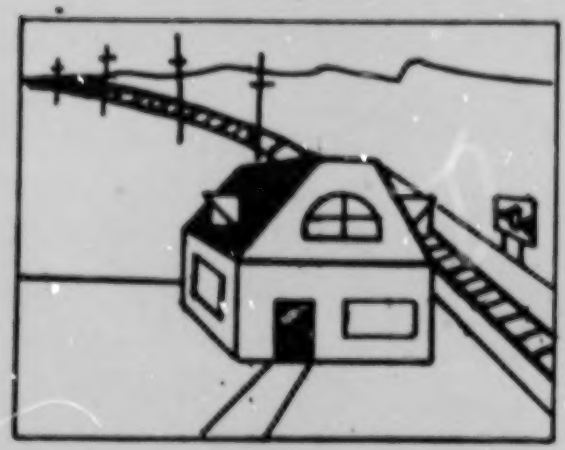
B-3 Railroad Engineer Vowel E

Railroad engineers stop their engines at railroad depots or stations to pick up passengers who wish to ride the train. Listen to the words engine and depot. Both words have the letter "e", but they don't sound the same. The "e" you hear in DEpot is the long sound of "e". It says its own name. The sound of "e" you hear in ENgine is the short sound of "e". Draw a line from each small picture with the short "e" sound to the picture of the ENgine. Draw a line from each small picture with the long "e" sound to the picture of the DEpot.

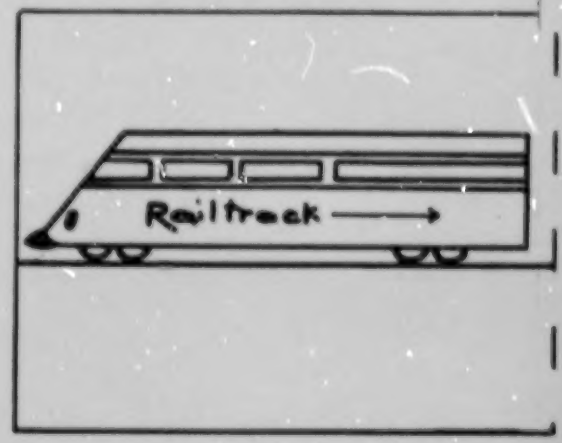
COMMENTS:

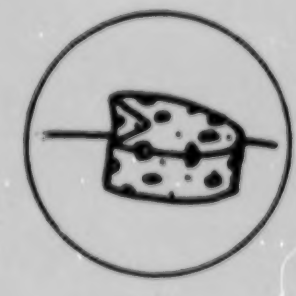
Draw a line from each picture with the short "e" sound to the picture of the engine.
Draw a line from each picture with the long "e" sound to the picture of the depot.

dēpot



ĕngine





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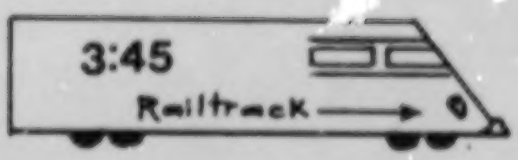
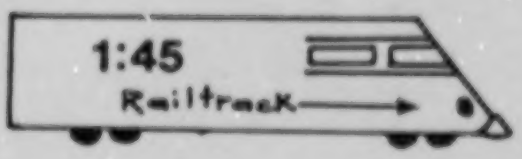
B-3 Railroad Engineer

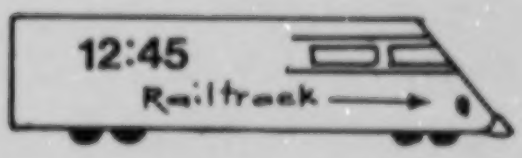
Trains have very close schedules and must be on time each time they stop at a depot. Connect the engines to the clocks by drawing a line from the time written in numerals to the clock face showing that time.

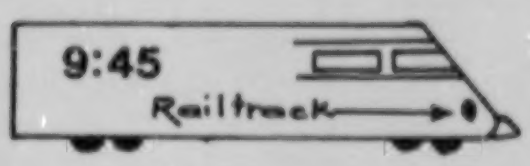
COMMENTS:

Draw a line from each time written in numerals to the clock face that shows that time.









B-3 Astronaut

Astronauts are workers who travel in outer space in special vehicles. Most astronauts have several years' experience in flying jet planes before they become astronauts. Astronauts receive many years of difficult training. Even after all of the training, some never go on a space trip. Some of these astronauts work in the space control center, which plans and keeps track of space trips.

Astronauts take many courses in subjects like math, computer science, and rocket engines and fuels. They take trips to the places where rockets and other space craft are made. They must know every area of space travel and equipment. In addition, astronauts have difficult physical training to keep their bodies in excellent shape.

When on a space trip, astronauts wear special space suits to protect them. The space suits keep their bodies at the right temperature. Oxygen is pumped into the space suits so the astronauts can breathe in outer space. Astronauts eat special food that is easy to prepare when on a space ship. Astronauts do experiments on space ships. They try to find out how life in outer space will affect man and his activities.

Astronauts are very adventurous people. They are always doing things that no one has ever done. They need to be brave. Astronauts must learn things quickly, remember details for long periods of time, and study a lot to learn new ideas and facts. Becoming an astronuat is very difficult work.

B-3 Astronaut Classifying Tools

Draw a circle around each tool used by astronauts at work.

Clockwise from dustpan: oxygen tank, launching pad, sponge, special food, space suit, feather duster, watch

COMMENTS:

Draw a circle around each tool used by astronauts at work.

B-3 Astronaut

Space trips are interesting to many people, so newspapers often write about space travel. I will read some newspaper headlines to you. Print the number of the headline I read in the corner of the picture that headline describes.

Look at the first picture and listen. Number 1: XR Missile Lands on Moon. Which picture shows this? (first picture) Print a number 1 in the corner box because it shows heading number 1.

Continue in a similar manner for headlines:

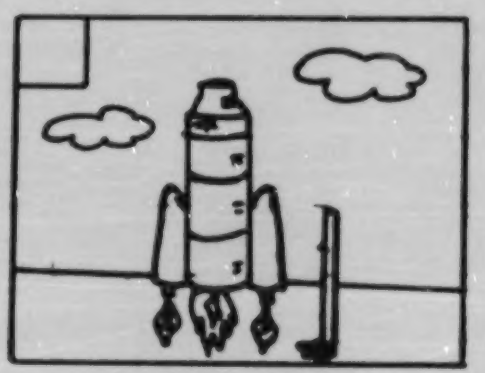
2. Astronaut Walks On Moon!
3. XR Missile Leaves Launching Pad
4. Astronaut Walks in Space
5. Space Craft Lands in Ocean
6. Astronaut Wears Special Suit

COMMENTS:

B-3 Astronaut

Main Idea

Listen and print the numeral of the headline in the picture it talks about.



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B-3 Astronaut

Short Vowels A-E-I-O-U

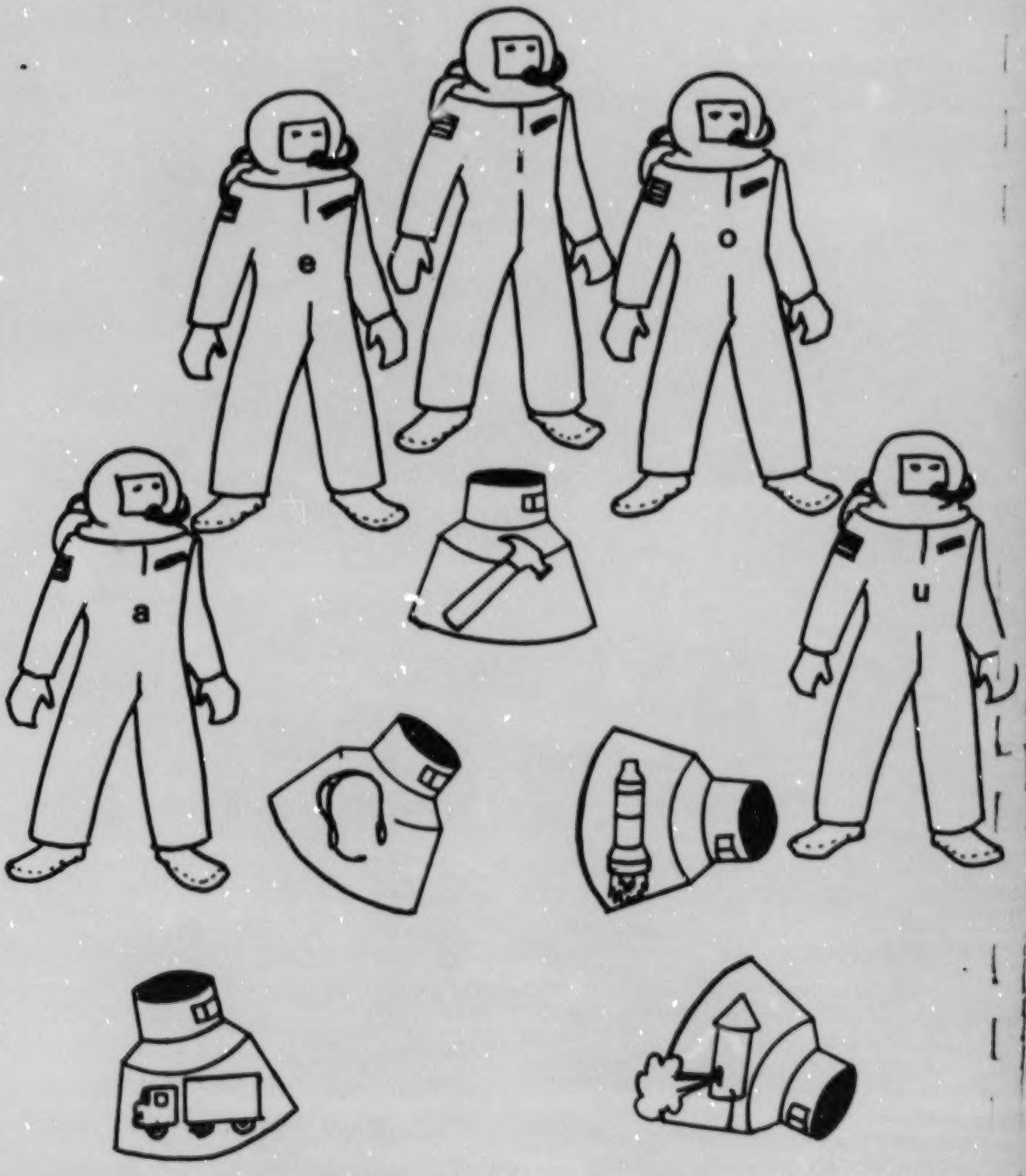
Astronauts work in space ships called capsules. A new capsule is designed for each space trip and contains all of the equipment the astronauts will need for that trip.

The astronauts on your page all have vowels printed on their space suits. Match the astronauts to the space capsules by finding the space capsule which has a picture containing the short sound of the letter on the astronaut's space suit. Draw a line between the picture and the letter which makes that short vowel sound.

COMMENTS:

B-3 Astronaut Short Vowels A-E-I-O-U

Draw a line from each letter to the picture with that short vowel sound.



B-3 Astronaut

Long Vowels A-E-I-O-U

Space suits are made of two parts. The part that covers the astronaut's body is a fabric that helps keep the astronaut at the right temperature. The helmet, which covers the astronaut's head,is made of hard material to protect his head. There is a microphone in the helmet, so the astronaut can talk when he has his helmet on.

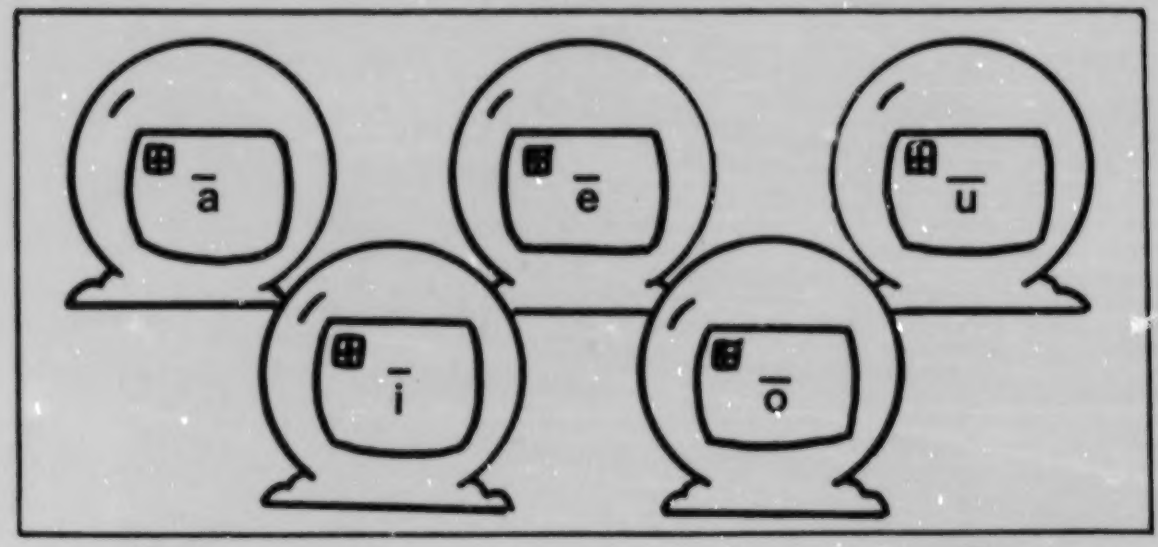
The helmets and suits below are all mixed up. Match the helmets to the suits by drawing a line from each letter to the picture with the long vowel sound of that helmet.

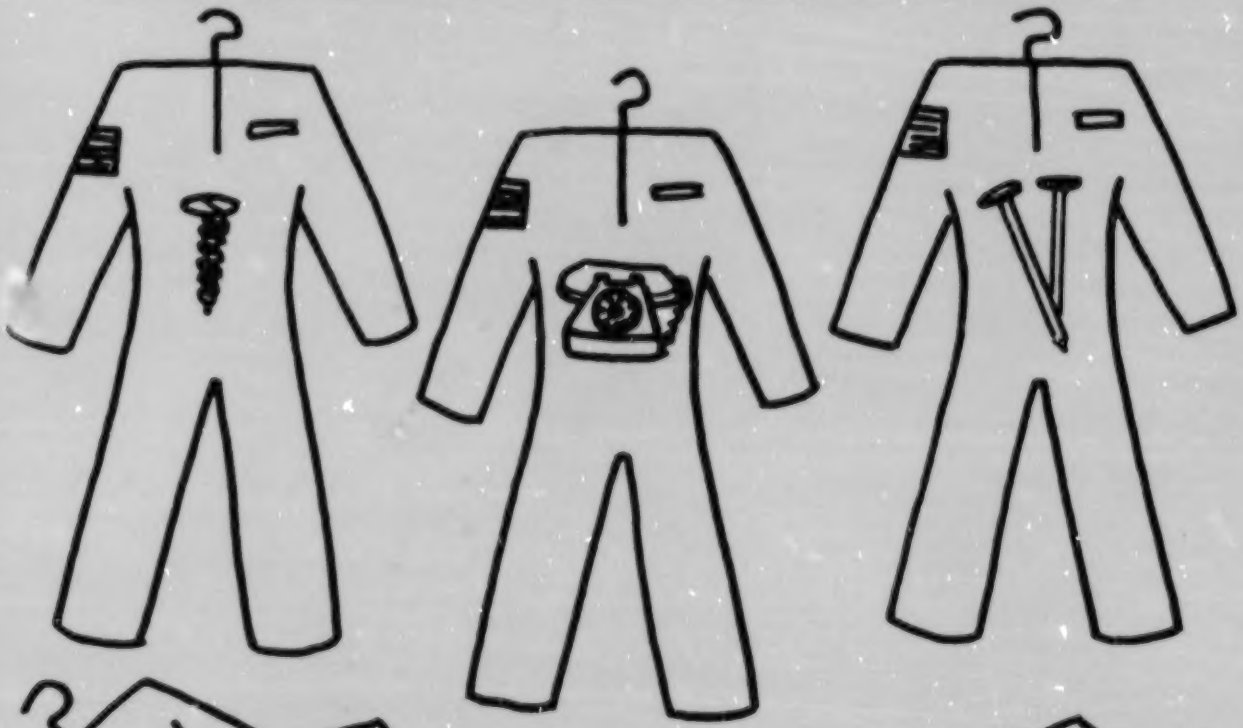
COMMENTS:

B-3 Astronaut

Long Vowels A-E-I-O-U

Draw a line from each letter to the picture which has the long vowel sound of that letter.





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B-3 Astronaut Time

Guide the space ship through the stars by connecting the time written on the stars. Begin at the star nearest the spaceship. Connect all of the stars in order from earliest to latest.

COMMENTS:

B-3 Astronaut

Time

Connect the times written on the stars in order from earliest to latest. Begin near the rocket.

1:00

2:15

1:15

2:45

3:45

2:30

4:30

3:30

4:00

5:00

5:15

5:45

6:30

6:00

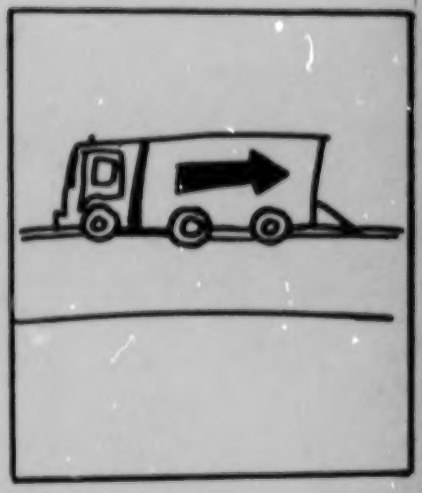
B-3 Transportation Cluster Review

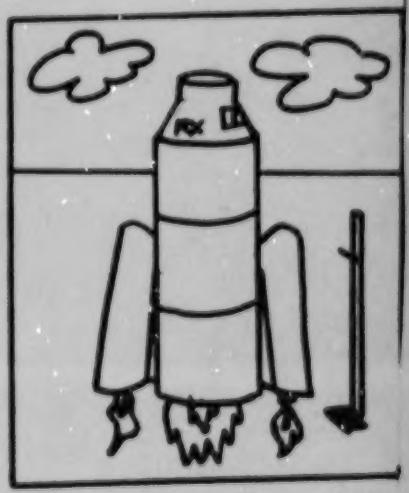
Draw a line from each worker to the circle containing that worker's tools. Then draw a line from the tools to the place where that worker works.

COMMENTS:

B-3 Transportation Cluster Review

Draw a line from each worker to the circle containing the worker's tools.
Then draw a line from the tools to the place where that worker works.





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B-3 Recreation Cluster Drawing/Self Expression

Draw a picture of your favorite worker in the recreation cluster.

COMMENTS:

67T

B-3 Recreation Cluster Drawing/Self Expression

Draw a picture of your favorite worker in the recreation cluster.

B-3 Transportation Cluster Drawing/Self Expression

Drew a picture of your favorite worker in the transportation cluster.

COMMENTS:

B-3 Transportation Cluster Drawing/Self Expression

Draw a picture of your favorite worker in the transportation cluster.

B 3

Pre Post

Treatment

Date_____

Control

Please Print

Name_____
Last name First name Middle initial

School_____ Town_____

Age _____ Sex: Male_____ Female_____

Reading level_____Instrument_____

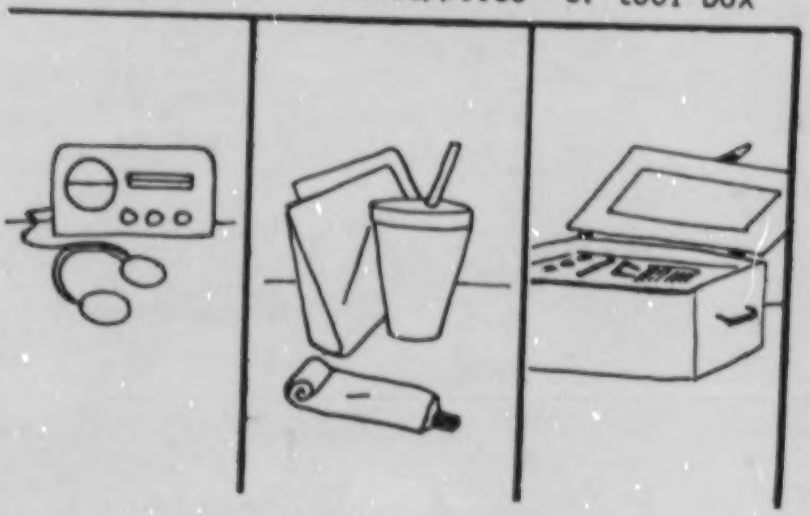
1. The workers in this picture are truck drivers.

Which piece of equipment is a truck driver most likely to use on the job? Put a big X on the picture of the equipment you choose.

a. radio & headphones

b. special food supplies

c. tool box



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2. The child in this picture is answering the telephone.

Which worker's job is most likely to include the task of answering the telephone? Put a big X on the picture of the worker you choose.

a. tour guide b. travel agent c. usher

BEST COPY AVAILABLE

3. The worker in this picture is an astronaut.

Which child is doing something that is most likely part of an astronaut's job? Put a big X on the picture of the child you choose.

a. exercising to keep in good physical condition

b. helping people plan trips

c. reading a map

BEST COPY AVAILABLE

4. In this picture, a child is showing a new student around the school.

Which worker's job is most likely to include the task of showing people around in new places? Put a big X on the picture of the worker you choose.

a. mover

b. school bus driver

c. tour guide

BEST COPY AVAILABLE

5. The child in this picture is using a hammer & nails.

Which worker is most likely to use a hammer & nails on the job? Put a big X on the picture of the worker you choose.

a. mover b. travel agent c. usher

BEST COPY AVAILABLE

6. The child in this picture is reading a timetable.

Which worker's job is most likely to include reading a timetable on the job? Put a big X on the picture of the worker you choose.

a. camp counselor

b. pilot

c. railroad engineer

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7. The worker in this picture is an usher.

Which pieces of equipment are most likely used by an usher on the job?

a. maps

b. special food supplies

c. tickets

BEST COPY AVAILABLE

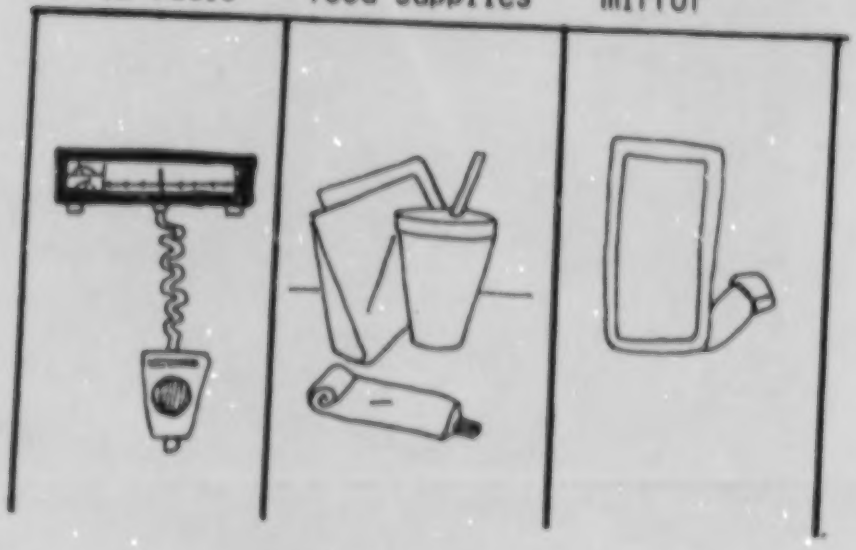
8. This worker is a school bus driver.

Which piece of equipment is a school bus driver most likely to use on the job? Put a big X on the picture of the equipment you choose.

a. CB radio

b. special food supplies

c. side-view mirror



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9. The boy in this picture is teaching his friend how to use first-aid supplies.

Which worker's job is most likely to include the task of teaching someone to use first aid supplies? Put a big X on the picture of the worker you choose.

a. camp counselor

b. tour guide

c. usher

BEST COPY AVAILABLE

10. The worker in this picture is a pilot.

Which child is doing something that a pilot is likely to do on the job? Put a big X on the picture of the child you choose.

a. helping people find seats

b. helping people plan trips

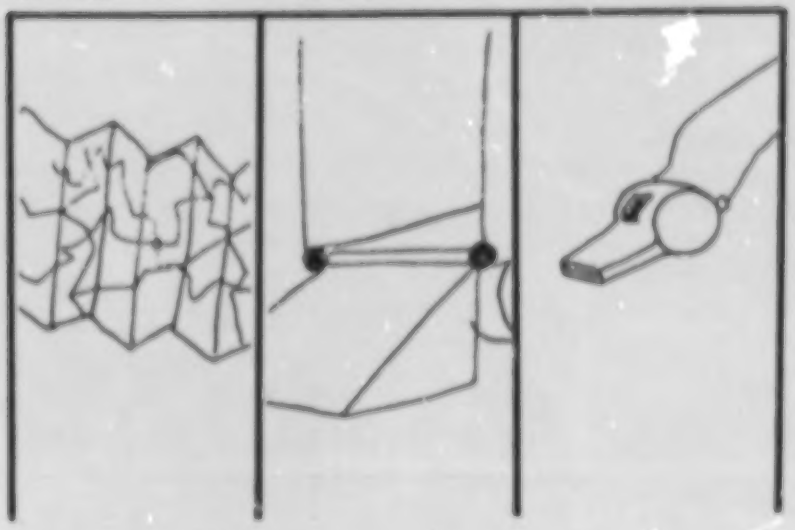
c. telling time

BEST COPY AVAILABLE

11. The worker in this picture is a coach.

Which piece of equipment is a coach most likely to use on the job? Put a big X on the picture of the equipment you choose.

a. map b. ramp c. whistle



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12. The child in this picture is using a flashlight.

Which worker uses a flashlight most often on the job. Put a big X on the picture of the worker you choose.

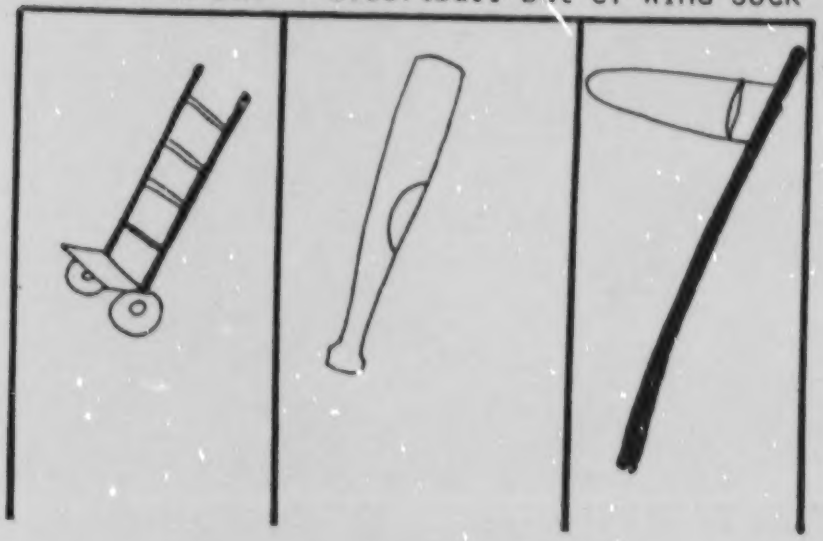
a. astronaut b.travel agent c. usher

BEST COPY AVAILABLE

13. The worker in this picture is a camp counselor.

Which piece of equipment is a camp counselor most likely to use on the job? Put a big X on the picture of the equipment you choose.

a. hand truck b.softball bat c. wind sock



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14. This is a picture of a megaphone.

Which worker is most likely to use a megaphone on the job? Put a big X on the picture of the worker you choose.

a. railroad engineer

b. tour guide

c. travel agent

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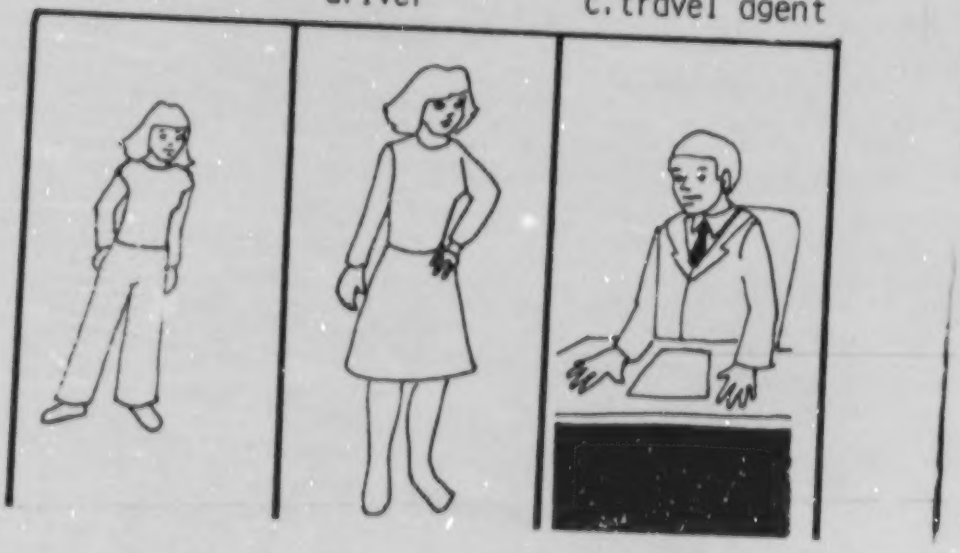
15. The girl in this picture is helping her friend plan a trip.

Which worker's job is most likely to include the task of helping people plan trips? Put a big X on the picture of the worker you choose.

a. mover

b. school bus driver

c. travel agent



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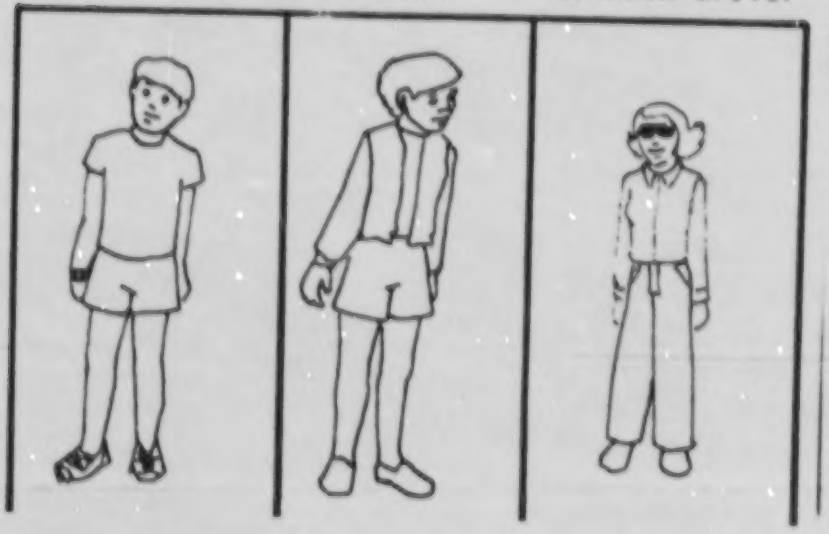
16. The child in this picture is reading a sign.

Which worker's job is most likely to include the task of reading the kind of sign the child in the picture is reading. Put a big X on the picture of the worker you choose.

a. astronaut b. coach c. truck driver



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17. This is a picture of a hand truck.

Which worker is most likely to use a hand truck on the job? Put a big X on the picture of the worker you choose.

a. camp counselor

b. mover

c. travel agent

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18. The child in this picture is exercising to keep in good physical condition.

Which worker's job is most likely to include the task of teaching people to exercise in order to keep themselves in good physical condition? Put a big X on the picture of the worker you choose.

a. astronaut b. coach c. usher

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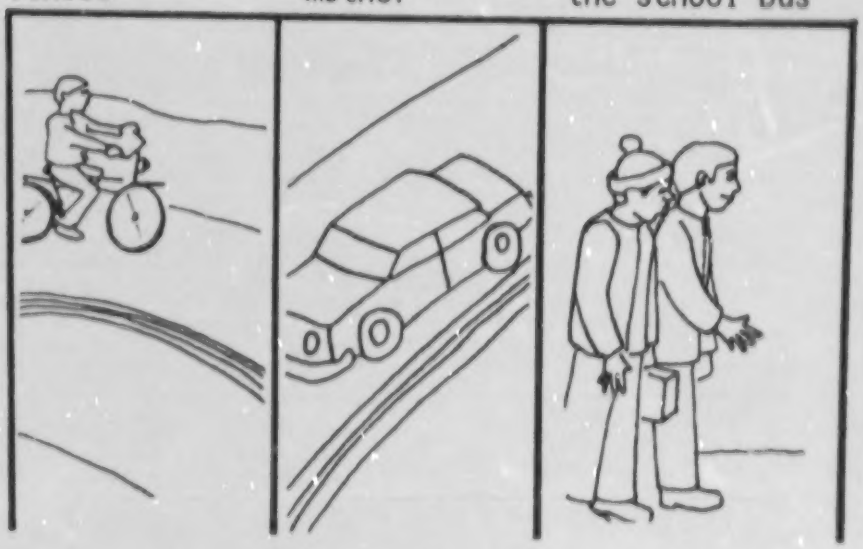
19. The child in this picture values getting exercise & doing things alone. This morning he woke up late & missed the school bus.

Which way will he most likely choose to get to school? Put a big X on the picture of the way you think the boy will choose.

a. ride his bicycle to school

b. ride to school with mother

c. walk to school with a friend who also woke up late & missed the school bus



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20. The child in this picture has the goal of learning to play soccer.

Which picture shows what is most likely the best planning step? Put a big X on the picture you choose.

a. get the coach to watch her play & tell her how to improve her game

b. make a schedule to practice every day

c. practice

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CHOICE curriculum materials were developed at Mid-Hudson Migrant Education Center and jointly funded through Career Education Incentive Act, CETA, and Chapter 1, Section 143 in cooperation with Ulster County BOCES, Putnam/Northern Westchester BOCES, and Mid-Hudson Migrant Education Center, New Paltz, New York.

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Training and consultant services available.
For information, contact:

Connie Gans, Pat Hoppe, Elisa Ross, or Margaret Taylor
CHOICE
P.O. Box 250
New Paltz, New York 12561

Telephone 914-257-2147

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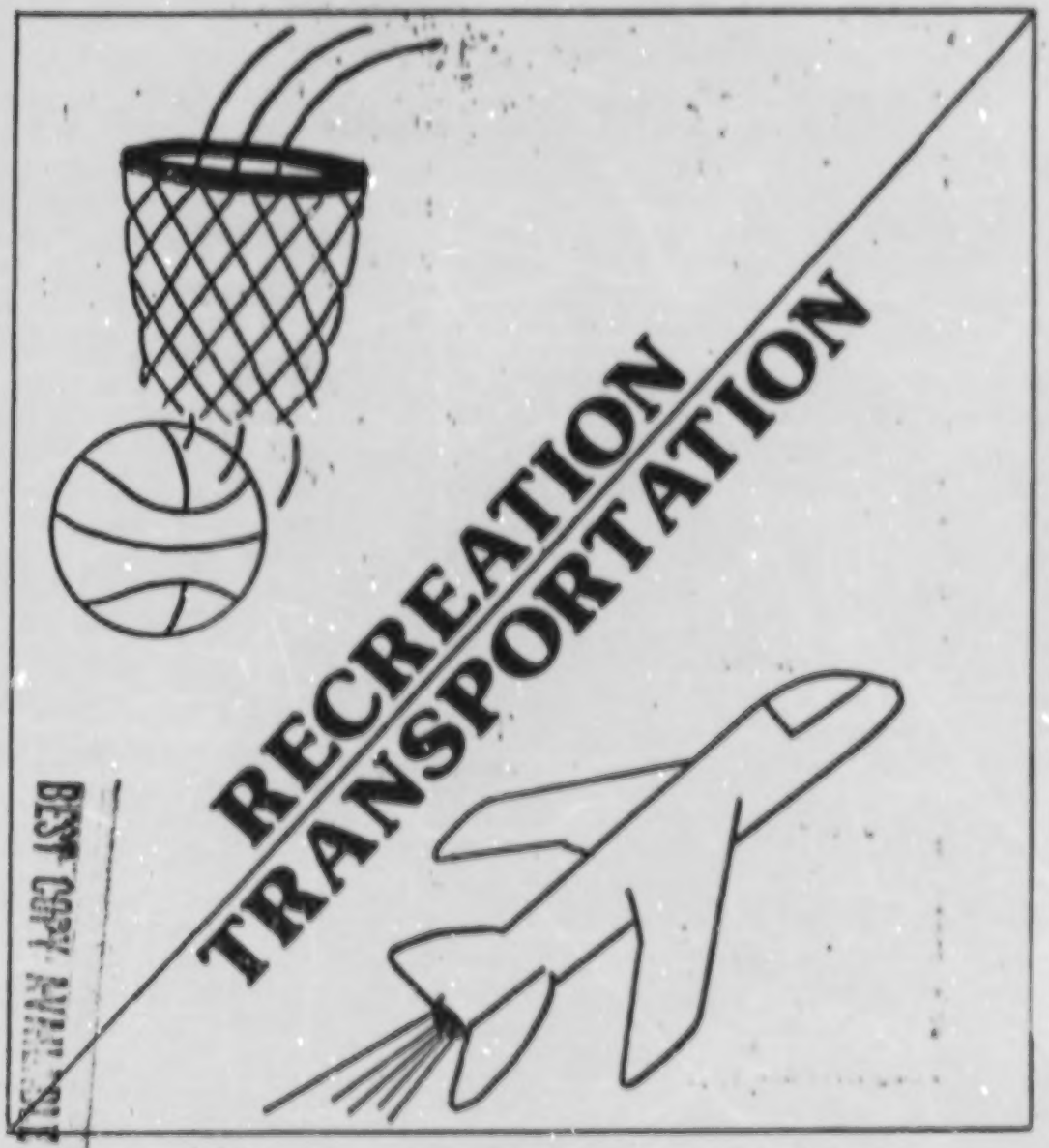
Student Activities

RC 014947

B3-DMGA-1

Value Seating



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Directions:

We choose things because they're important to us. Important things are values. People often have different values.

Read about each different figure and decide where you would want each one to sit.

[1983]

Materials:

Included:
Pictures
9 figures

Needed:
None

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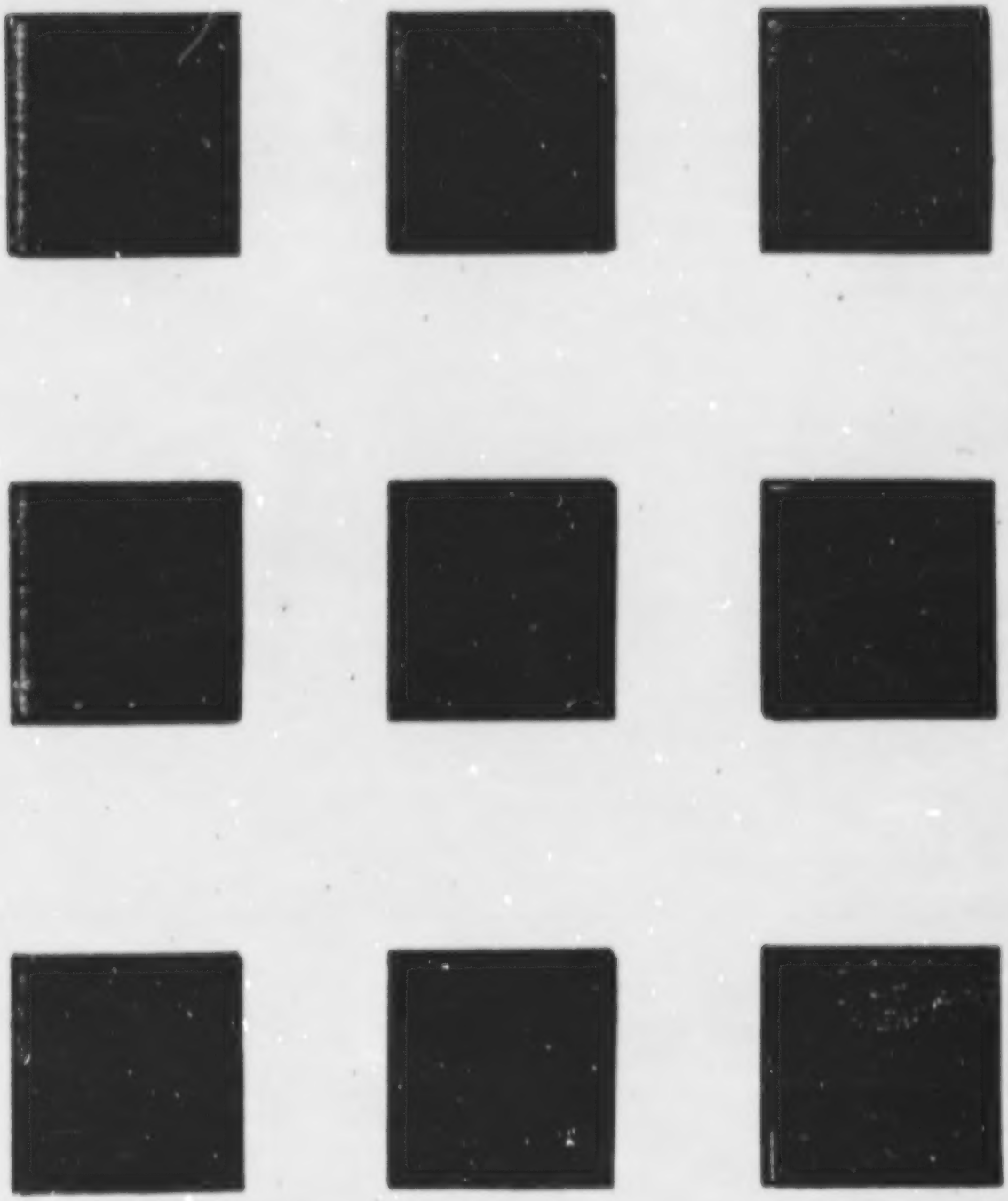
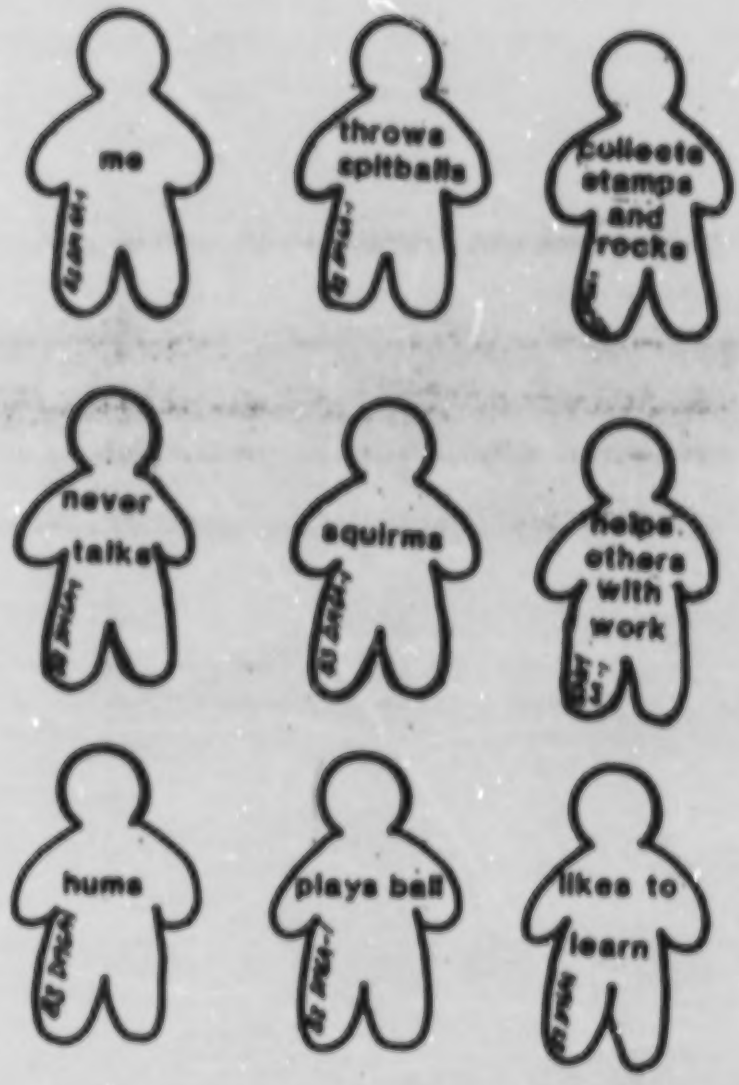


Teacher's Desk



cut these out

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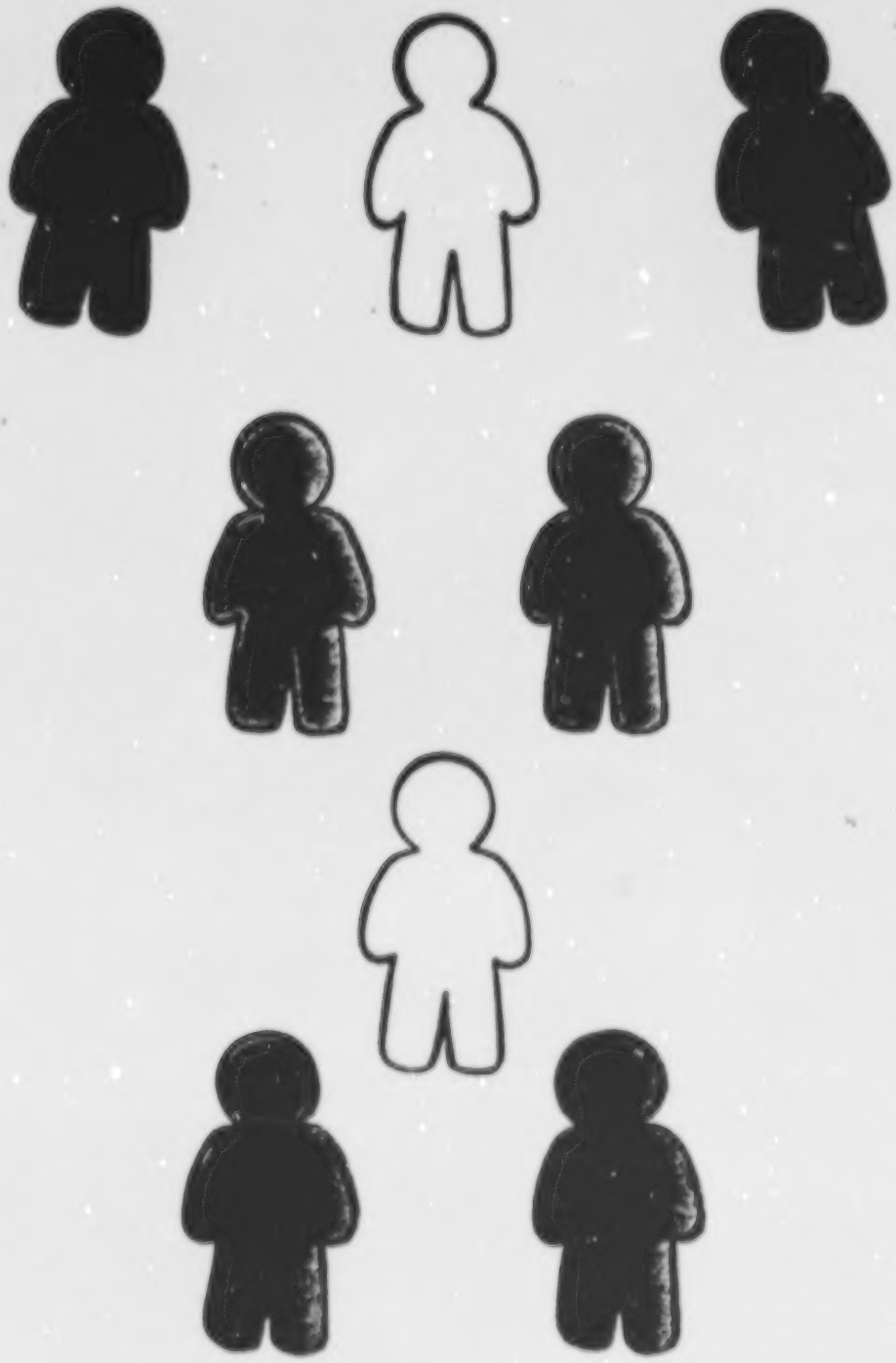

Level B3

RECREATION

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B3-DMGA-2

What I Value the Most

Directions:

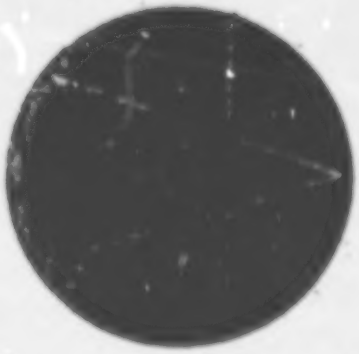
Line the cards up. Put the card that shows what's most important to you at the top. What's the next most important thing to you? What's least important?

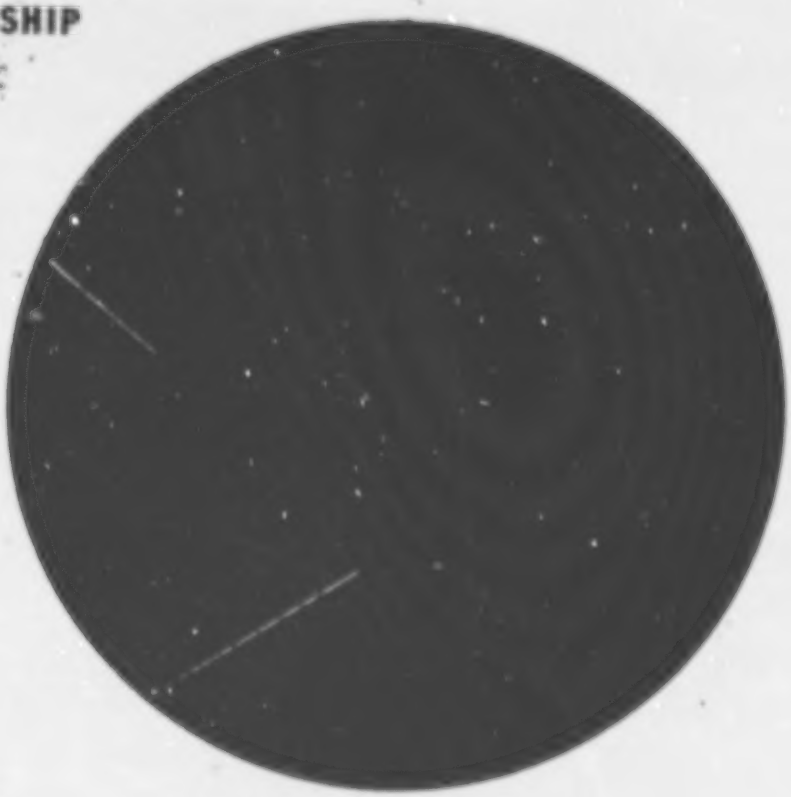
Materials:

Included:
Pictures
4 picture cards

Needed:
None

FRIENDSHIP





MAKING MONEY

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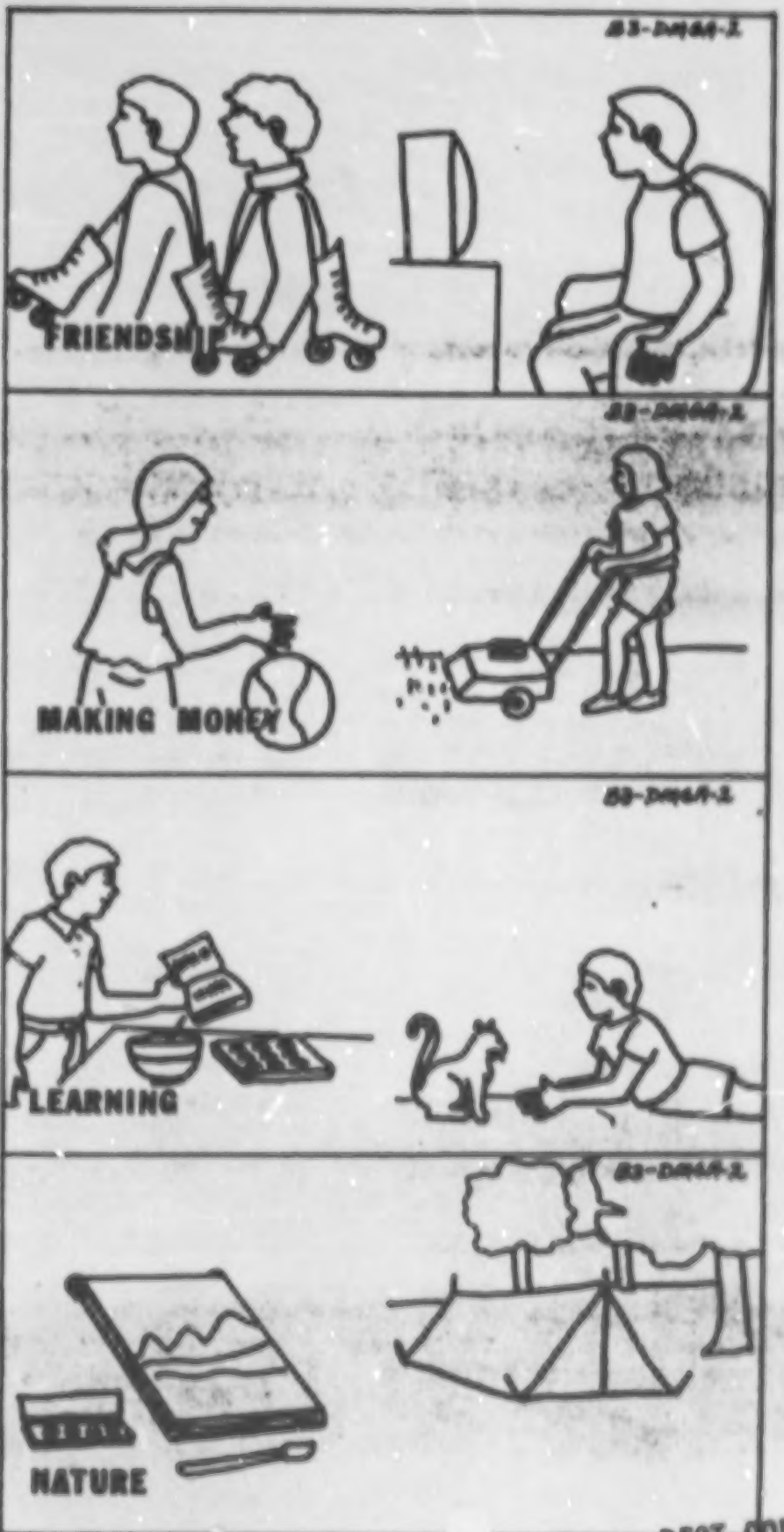

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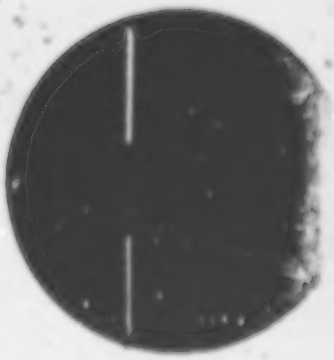

LEARNING

NATURE

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Level B3

RECREATION

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B3-DMGA-3

What Will They Do?

Directions:

People choose to do things that are of value to them. Which solution will each person choose?

Materials:

Included:
Titled pictures

Needed:
None

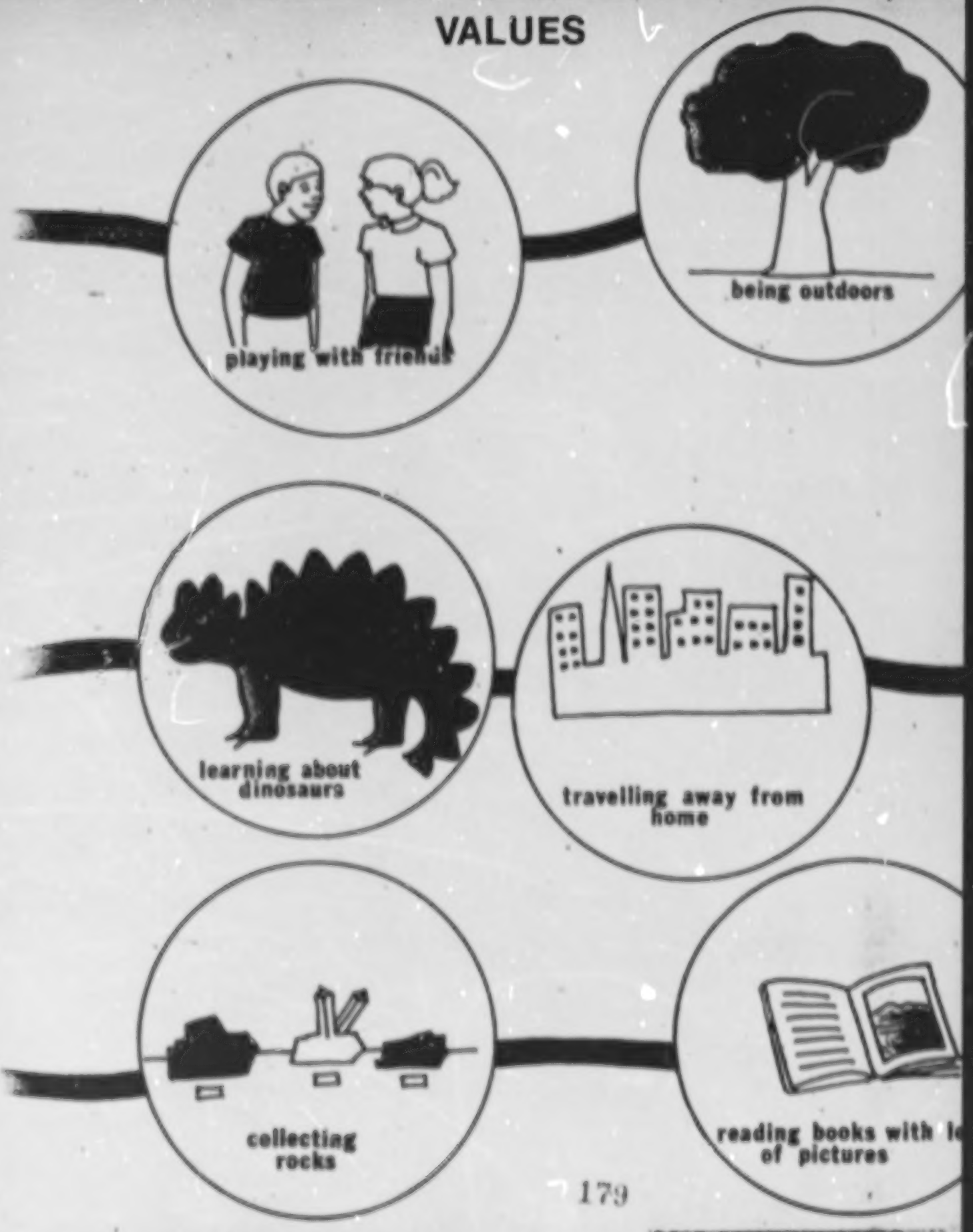
PROBLEMS

John is hungry.

Mary has no plans for Saturdays

Marty has an hour before bedtime

VALUES



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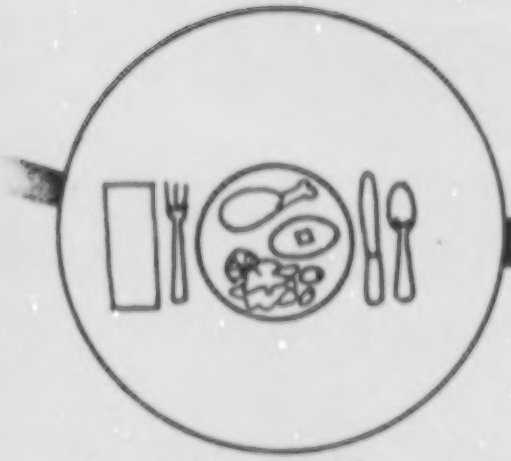
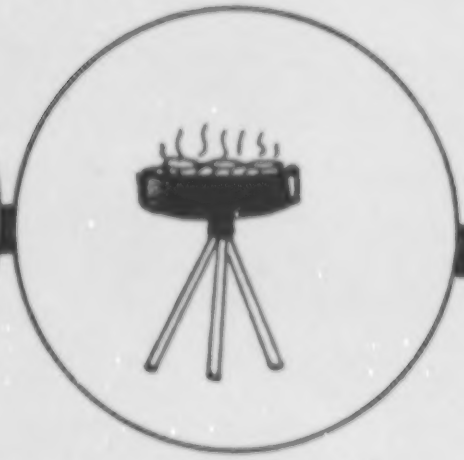
SOLUTIONS



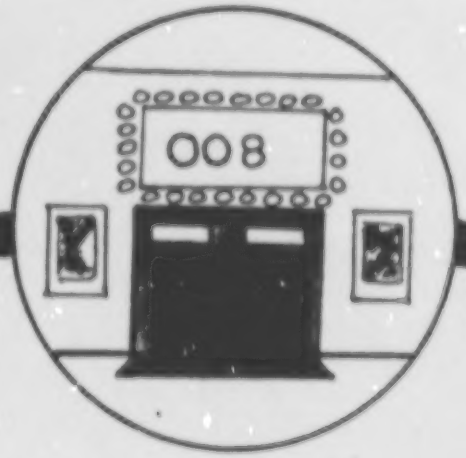
have dinner with grandma



go on a cookout with friends

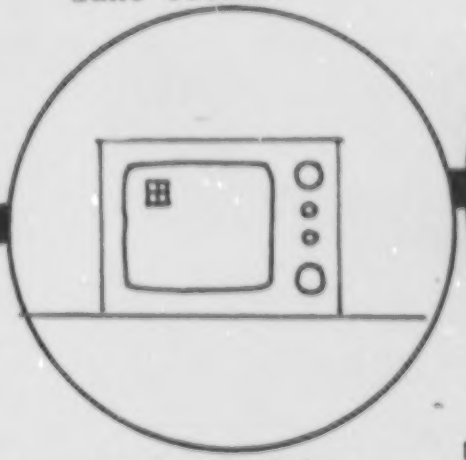
stay hungry

bake cookies



see a spy movie

see the dinosaur exhibit at the museum



watch television

read about rocks and minerals

go to bed early

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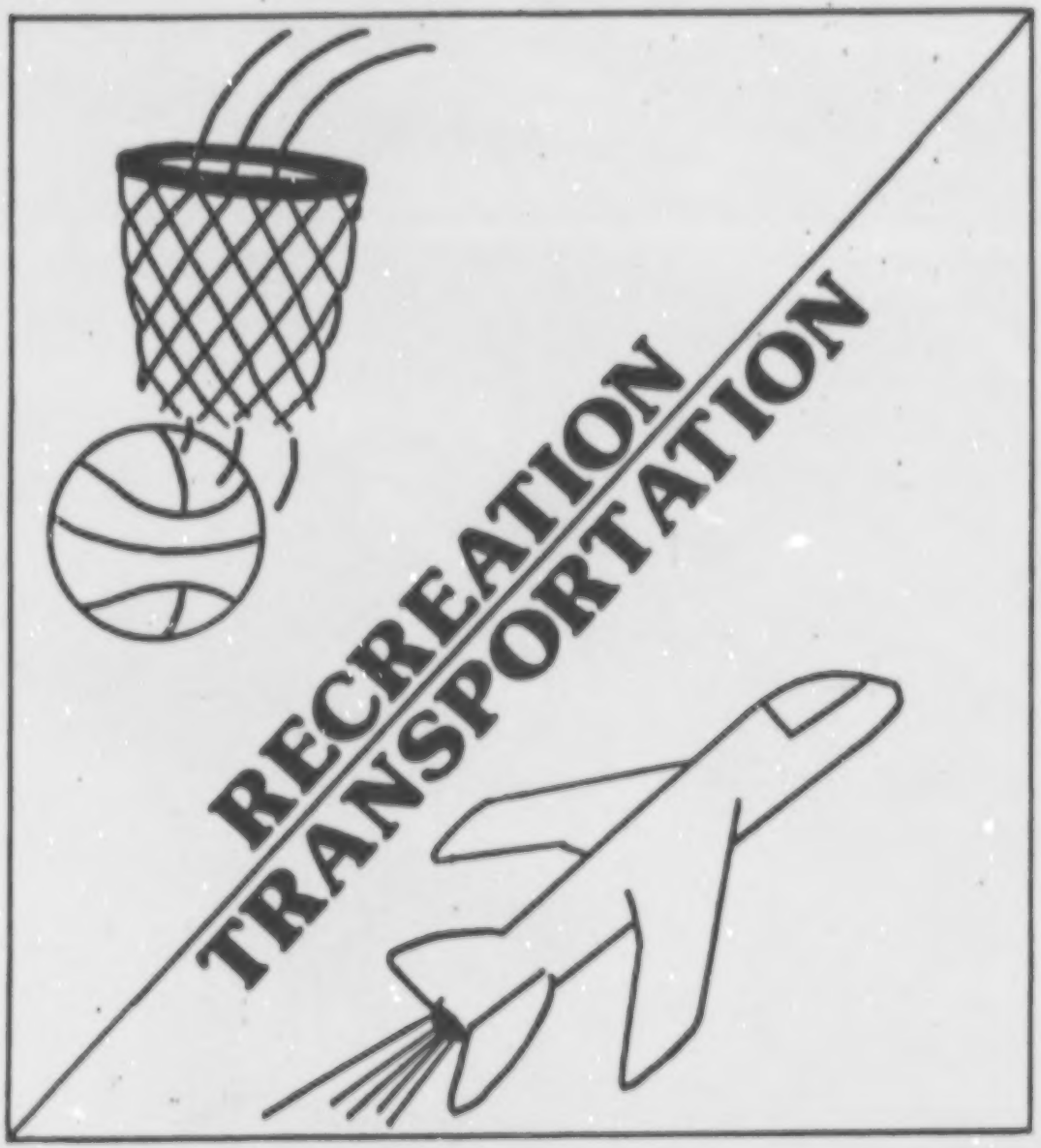
B3-DMGA-4

Joanna Plans



Directions:

Joanna's goal is to own something she wants. She makes a plan and asks people to help her get the thing she wants.

Materials:

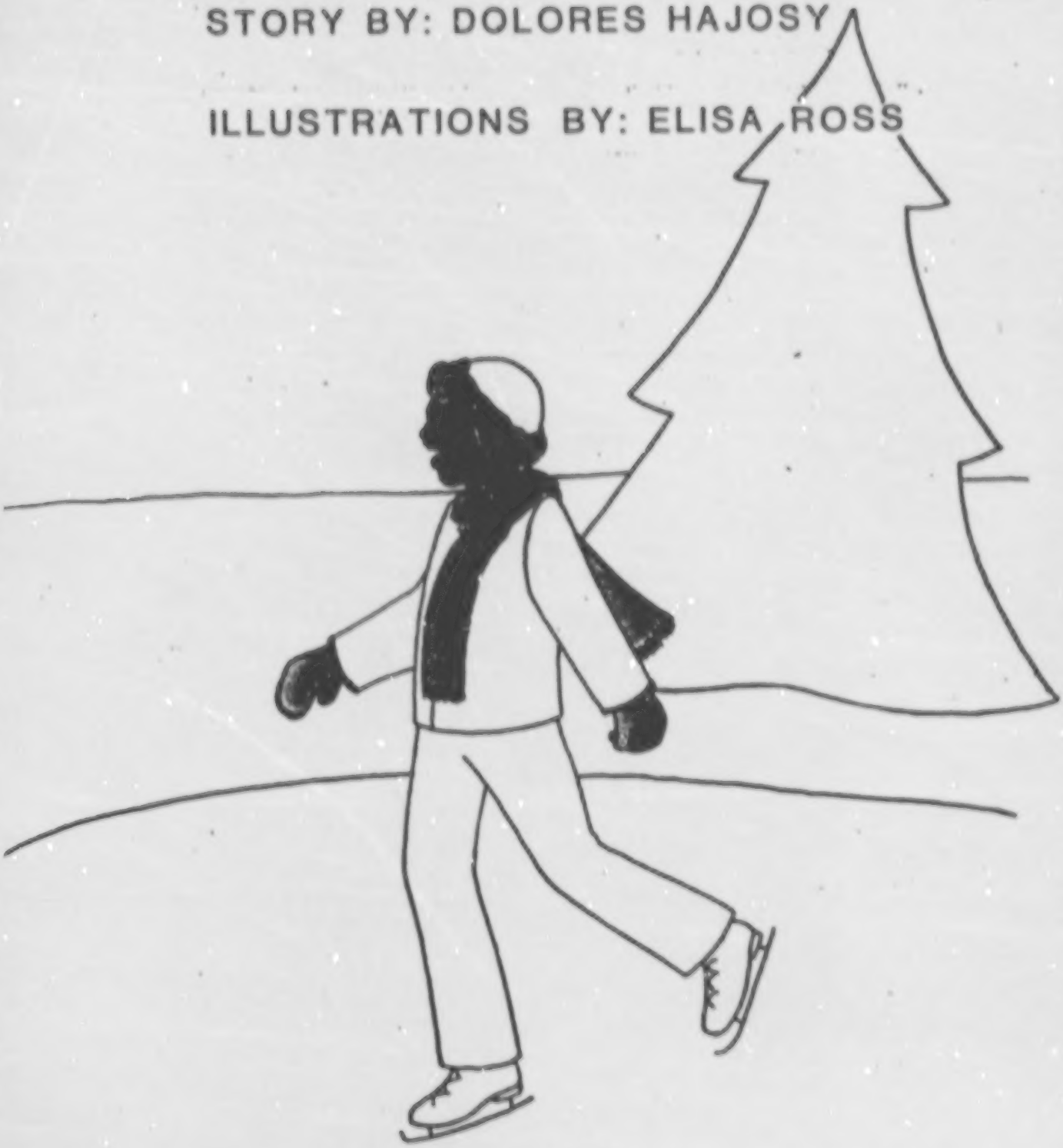
Included:
Story and pictures

Needed:
None

JOANNA PLANS

STORY BY: DOLORES HAJOSY

ILLUSTRATIONS BY: ELISA ROSS



Joanna and her family had just moved to New York from Virginia. Her parents were looking for work in a fruit-packing house. Each day when she walked home from school she passed a frozen pond. She listened to the happy sounds and watched the bright movements of other children ice skating on that pond. They were like bright birds against the white snow and ice. Joanna just wanted to spend enough time living in one place so she could make friends. She felt tired and cold and lonely.

"If only I could go ice skating," she thought, "I would make new friends and have fun." But Joanna didn't know how to skate. Besides, she didn't even own a pair of ice skates.

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Joanna knew she would have to make a plan. First, she would buy a pair of skates. Then she would learn how to skate. Passing the shoe cobbler shop, she heard loud, rhythmic hammering. Joanna looked in the window and saw shoes and boots and skates. She decided to go inside and ask the cobbler about skates. As she opened the door the bells attached to it tinkled. They sounded so bright and cheerful. The cobbler shop smelled of leather and glue and polish. She breathed deeply. She liked the smells.

"Do you have skates for sale?" she asked. "Yes," said the cobbler. "These used skates are made of leather and the blades are very sharp. They look like they might fit you."

Joanna tried on the skates and they did fit! "How much do the skates cost?" asked Joanna.

"I can sell them to you for four dollars," answered the cobbler.

Joanna's heart sank. Four dollars was a lot of money. She would have to work to earn the money. She thought of all the jobs she did at home. She dusted and made the beds and polished shoes for everyone. "I give shoes a mean shine," said Joanna. Her eyes sparkled. "Can I work here to earn the money?"

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"I am afraid that you are too little to work with the shoe polishing machines, but I will keep the skates for you until you have earned the money to buy them. Good luck."

"I'll try," said Joanna, trying to sound hopeful. "I'll be back when I've earned the cash. Goodbye."

Joanna left the shop feeling sad and lonelier than ever. She didn't hear the bright sounding bells as she shut the door behind her. She wondered and thought, "How can I earn money?" She decided that at school she would make a list of all the things she did well. That would help her to plan the next steps.

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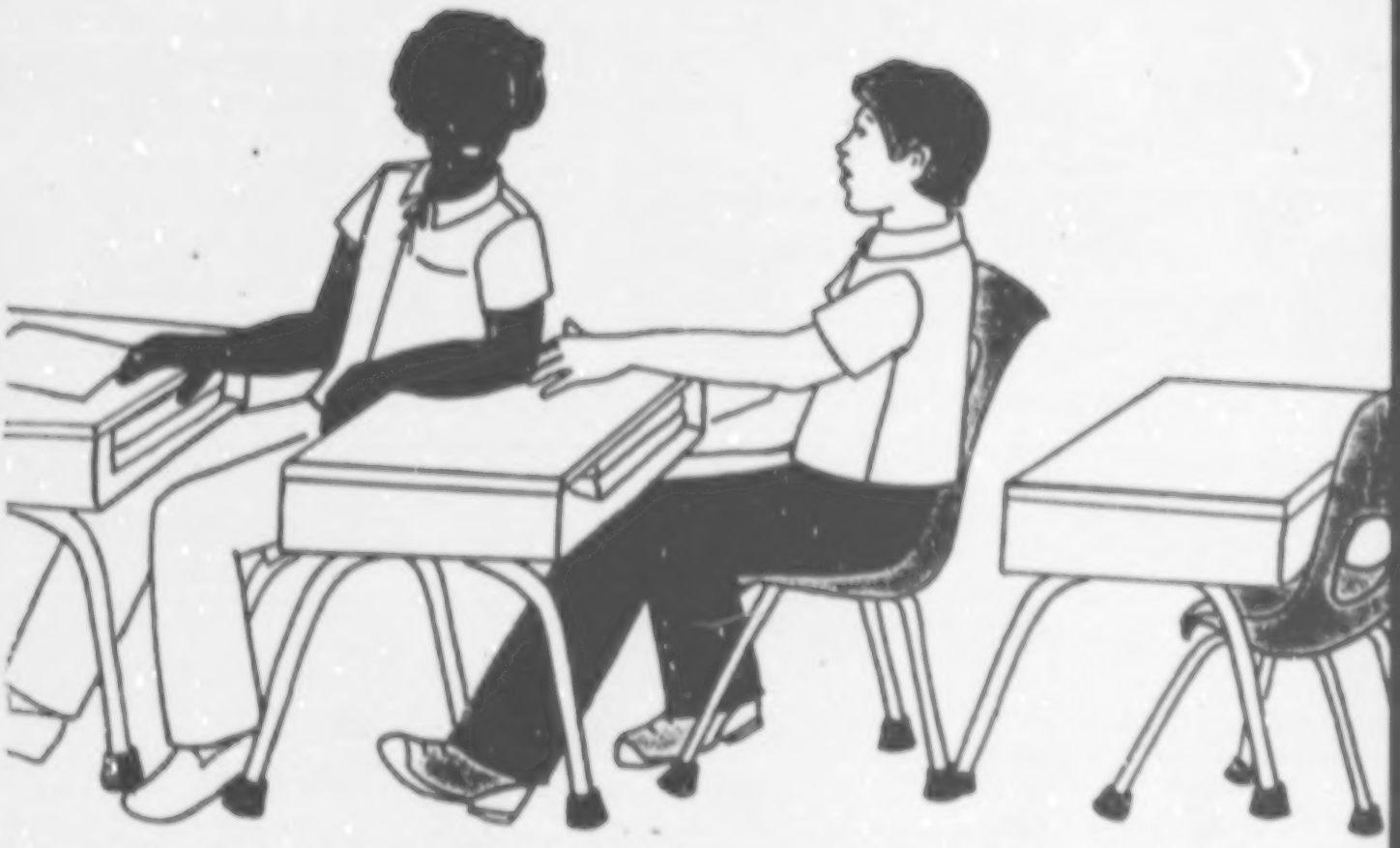

The next day she wrote her list. Pablo, the boy behind her, asked "What are you doing?'

"I am making a list of all the things I do well," answered Joanna.

"You must be a good worker," said Pablo. "If you can do all these things well, you can earn money."

Joanna smiled. "I want to earn money so I can buy a pair of ice skates. Can you help me think of a way?"

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Pablo thought hard. Finally he said, "Let's ask Mr. Holms, our teacher, for help." Mr. Holms listened to Pablo and Joanna. He looked at them. He looked at his shoes. They were scuffed.

"Joanna," he said, "if you can polish shoes well, I can give you a job. I don't like to polish shoes. My children don't like to polish shoes. My wife hates polishing shoes. I will bring you all the shoes in my house, and I will pay you fifty cents for each pair you polish starting tomorrow."

"Oh, thank you," said Joanna. Pablo grinned. Joanna did not feel lonely anymore. She made a plan. "I can polish two pairs of shoes in one half hour. If I can polish two pairs of shoes a day I can make one dollar a day. In four days I can make four dollars. In four days I'll have enough money to buy the skates."

She looked up and saw her two new friends smiling. "Mr. Holms," she said. "It's a deal. In just four days you will own eight pairs of well-polished shoes."

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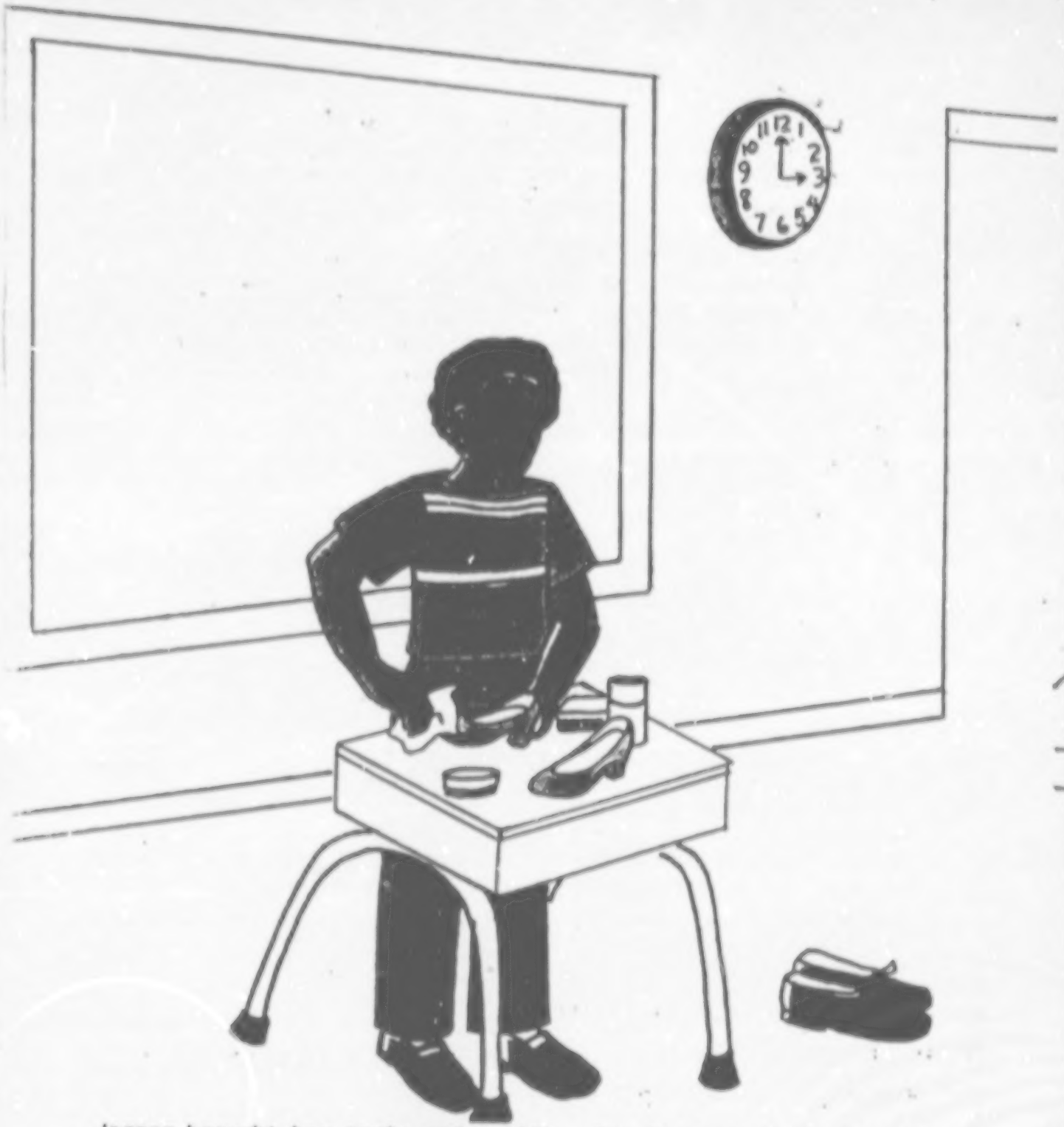

Joanna brought her tools and polish. For the next four days she worked after school. She felt proud because she worked carefully and the shoes shined like new when she was finished. She was closer to her goal each day.

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After all the shoes had been polished and Joanna had earned her skate money, she told Mr. Holms. He was glad that they had been able to help each other.

"If you ever need shined shoes, tell me. I'll be glad to do them," said Joanna, smiling at her new friend.

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The next day Joanna went to the cobbler shop. She saw her skates through the window. They looked like new. Joanna went inside. "I see you have polished those skates for me," she said gleefully. "I polished shoes at school to earn money to buy these skates."

"You have worked hard for your money. A hard worker will get what she wants. If you ever need a job when you are older and bigger, I would be happy to have you work with me as an apprentice," said the cobbler.

"Thanks. I'll be back to let you know how skating goes."

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Joanna paid for her skates. She felt happy and proud as she carried the skates over her shoulder. She thought of the new friends she had made, and the new skill she would learn with her skates. She could hardly wait.

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B3-DMGA-5

Goal Steps

Directions:

1. Read the steps on the goal attaining mountain.
2. Read the goal and the pictures under it. Read the cards and put each one on the picture that shows the step to the goal.

Materials:

Included:
Pictures
9 titled cards

Needed:
None

B3-DM6A-5

ACT

B3-DM6A-5

PLAN

B3-DM6A-5

WHO HELPS

cut 3 cards out along vertical and horizontal lines

B3-DM6A-5

ACT

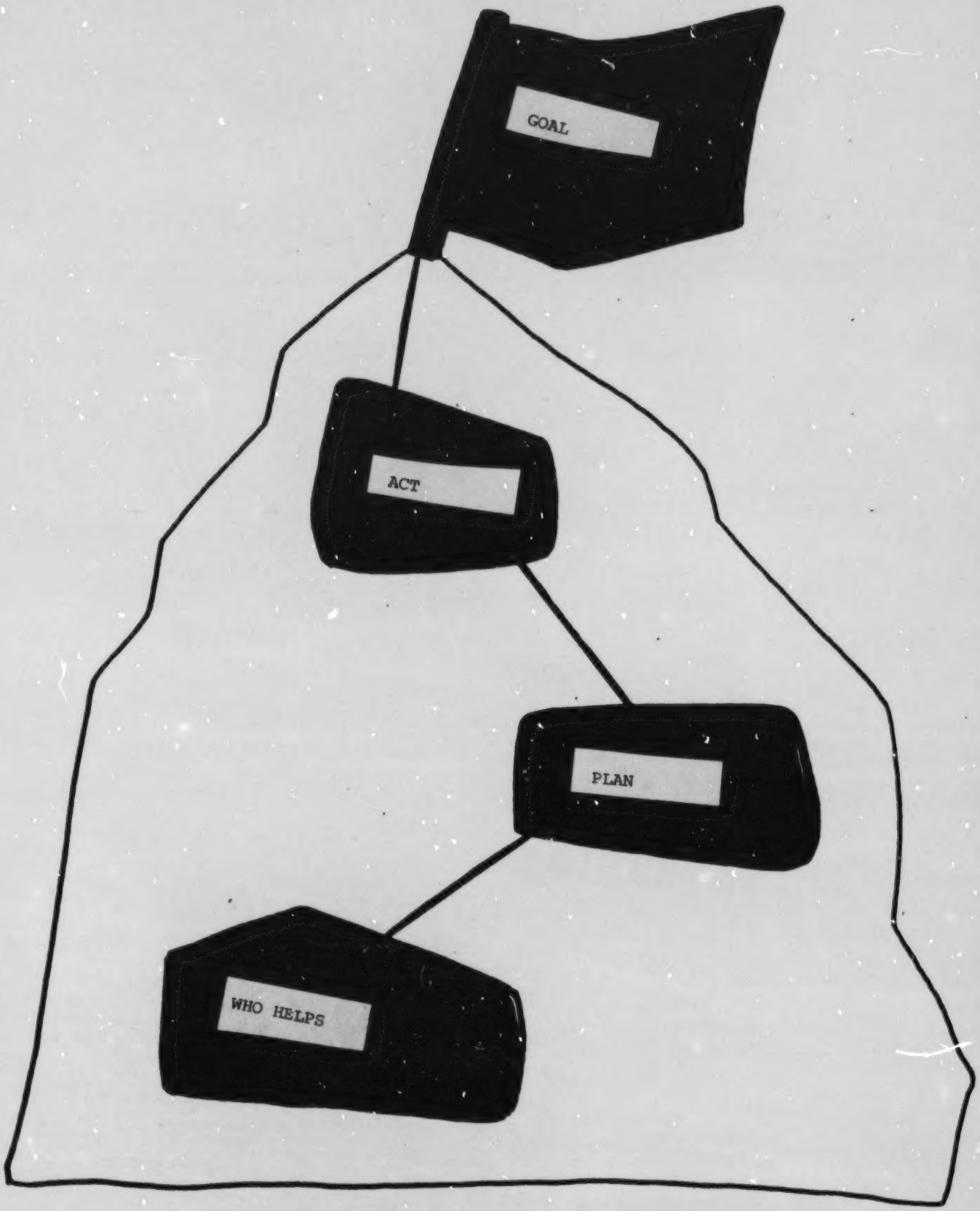
B3-DM6A-5

PLAN

B3-DM6A-5

WHO HELPS

cut 3 cards out along vertical and horizontal lines



GOAL ATTAINING MOUNTAIN

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Goal

own a dinosaur book

eat lunch

buy book

earn money

ask store clerk for price of book

Goal

make a stamp collection

put stamps in album

ask collector how to arrange stamps

Ask relatives for stamp

watch television

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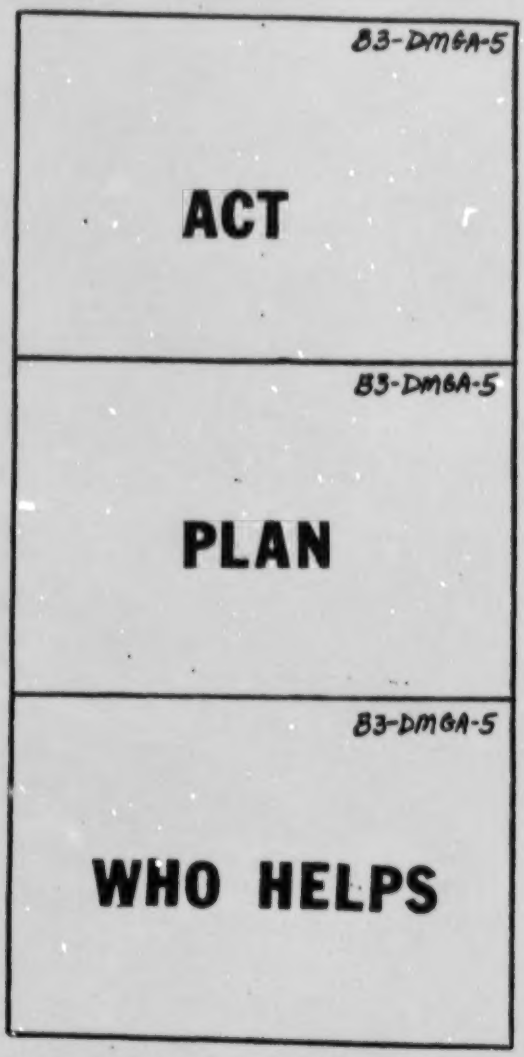

cut 3 cards out along vertical and horizontal lines

Level B3

TRANSPORTATION

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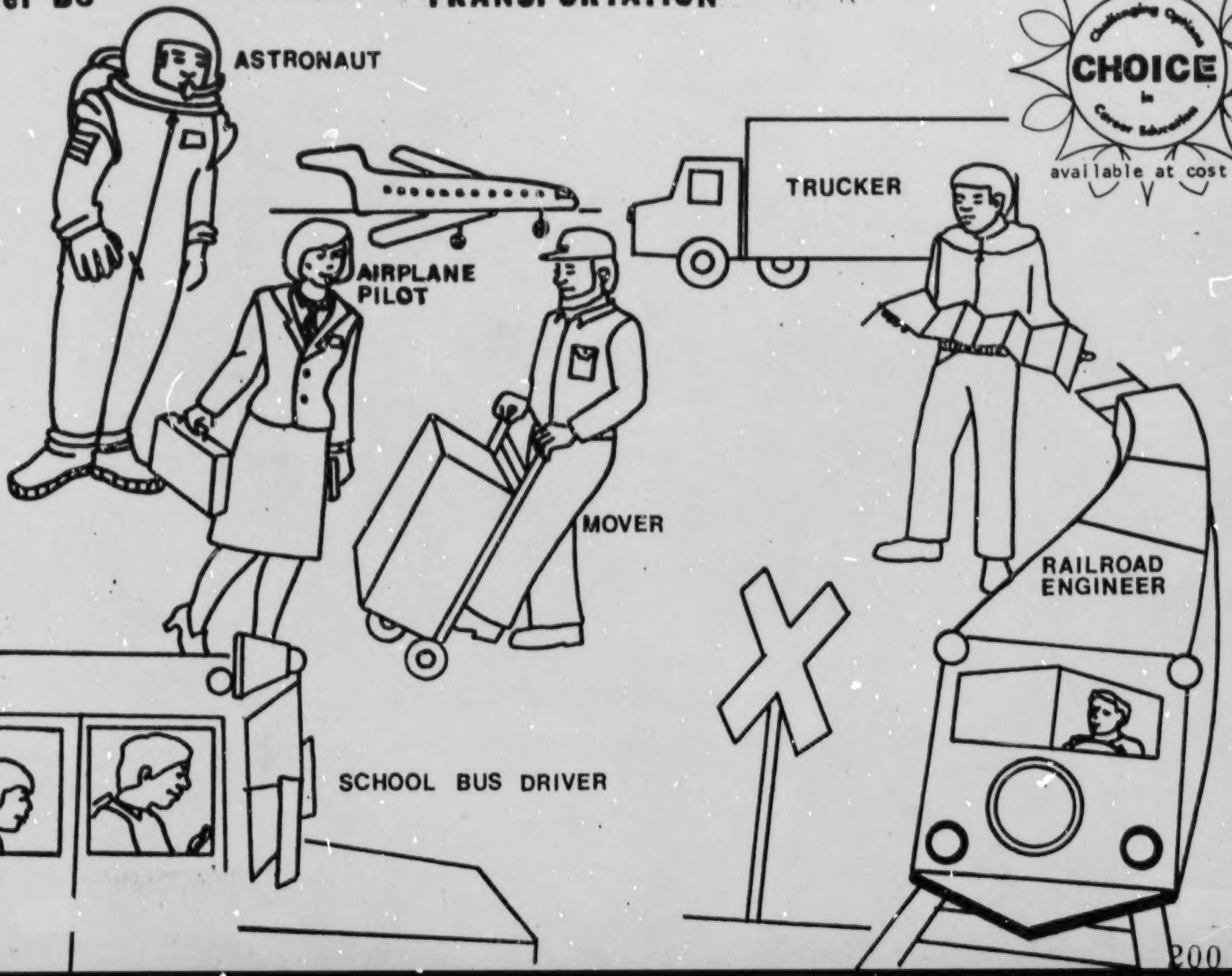

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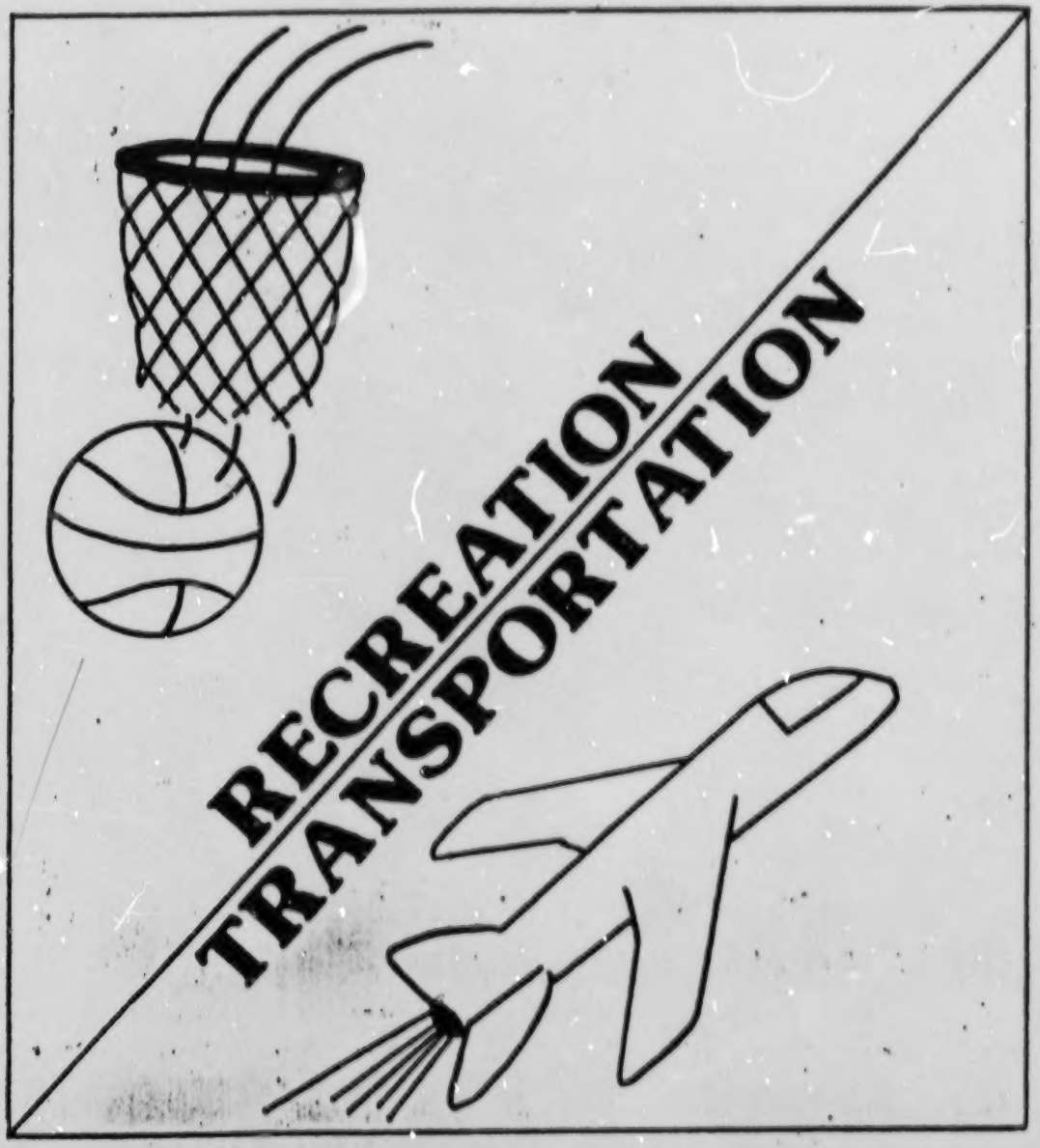
B3-DMGA-6

What Next?



Directions:

1. Read the problems at the bottom of each row, the goals at the top of each row, and the picture cards.
2. Put the cards in order in each row, to show how each goal is reached.

Materials:

Included:
Game board
9 picture cards

Needed:
None

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Ruth practices daily.
Joe and Sue walk home.
Ruth plans to practice.
They use the tour guide's map to find their way home.
Ruth asks the camp counselor for help.
Joe and Sue ask a tour guide for help.

Cut out six cards on vertical and horizontal lines

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get out out three cards on vertical and horizontal lines

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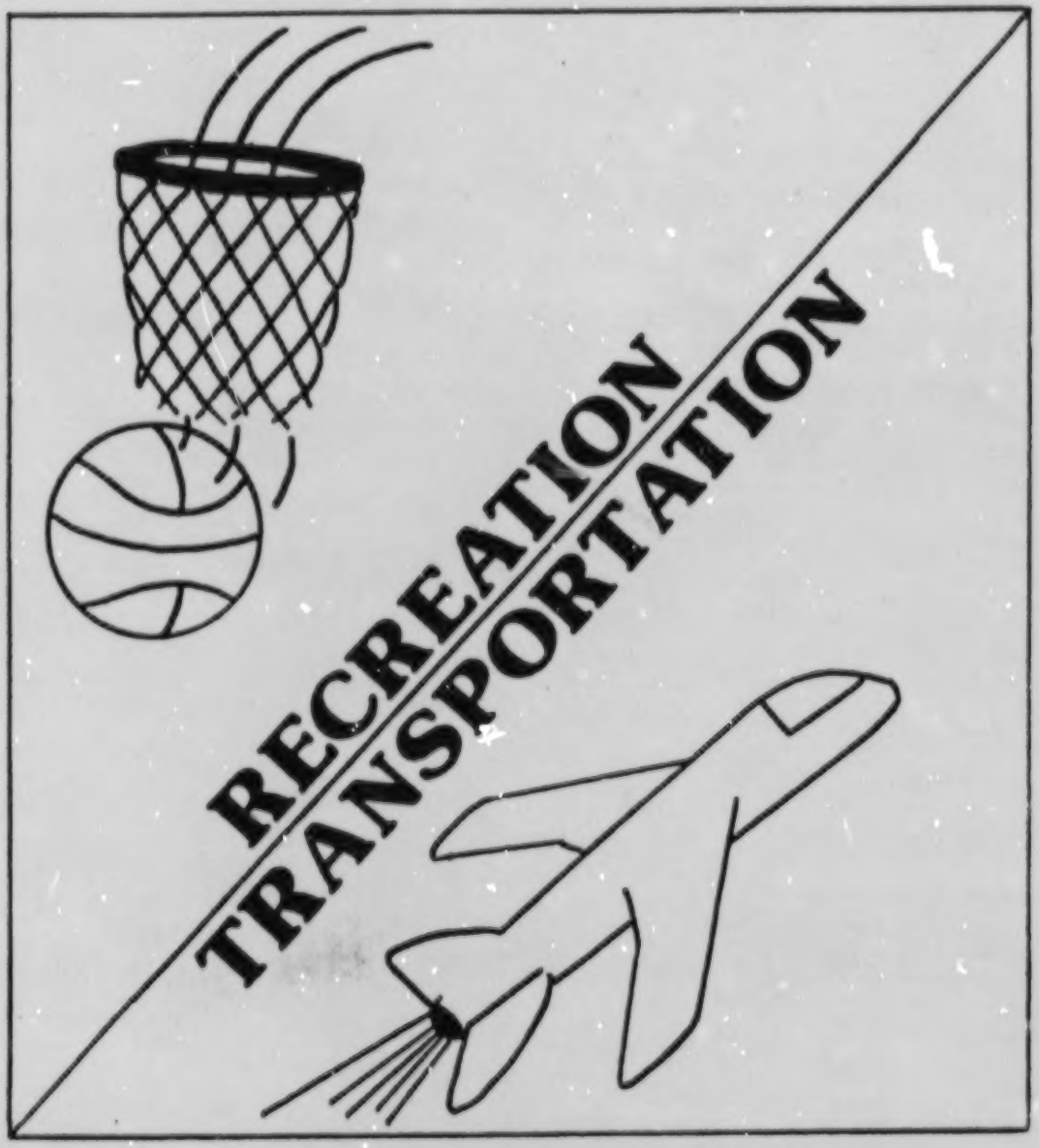
B3-DMGA-7

Spin-a-step (for up to 3 players)



Directions:

1. Read problems under "What's going on?" and under "Find out: (1) obstacles, (2) helpers, (3) time needed."
2. Pick a problem to solve and put a card on the board picture the spinner points to.

Materials:

Included:
- Game board
- 3 spinner cards
- 9 blank cards

Needed:
- None

What's going on ?

Find out:
1. obstacles
2. helpers
3. time needed

The tour bus gets a flat tire on the highway.

1. Bus gets a flat tire.
2. Bus driver chooses a boy on the bus to help her change the tire.
3. Bus driver and boy will need a half an hour to change the tire.

John wants to organize a children's softball team.

1. John needs posters to get children to join the new team.
2. The storekeeper can sell John paper and pens to make posters.
3. It will take three weeks to get enough players to form the team.

The usher runs out of tickets to sell one half hour before the movie begins.

1. The usher runs out of tickets one half hour before the movie begins.
2. There is no one who can get him more tickets.
3. The usher plans to write the tickets out by hand, then he plans how many will be needed.

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Ex cut out spinner needle and attach to central point of wheel with paper fastener or straight pin

Ex cut out this card on vertical and horizontal lines. Attach spinner needle to central point of wheel.

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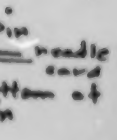
✂ cut out spinner needle and attach to central point of spinner wheel with paper fastener or straight pin.



✂ cut out this card on vertical and horizontal lines. Attach spinner needle to central point of wheel.

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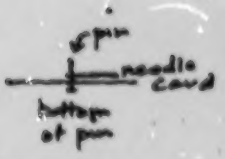
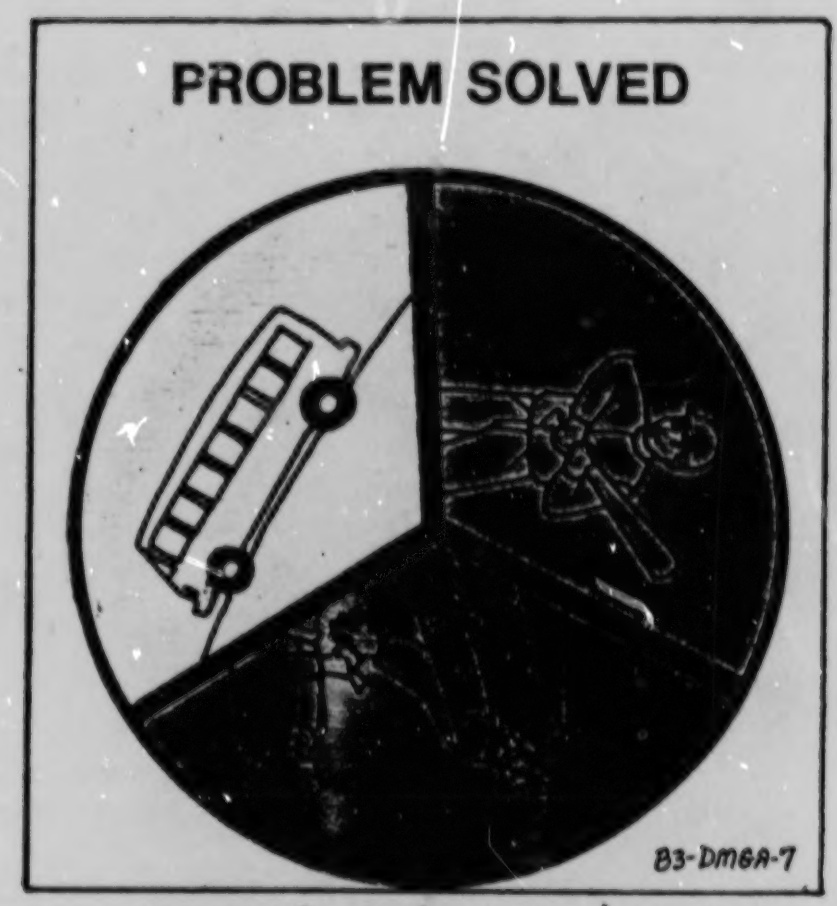
Cut out spinner needle and attach with small paper fastener or straight pin





Cut out this card on vertical and horizontal lines. Attach spinner needle to central point of wheel.

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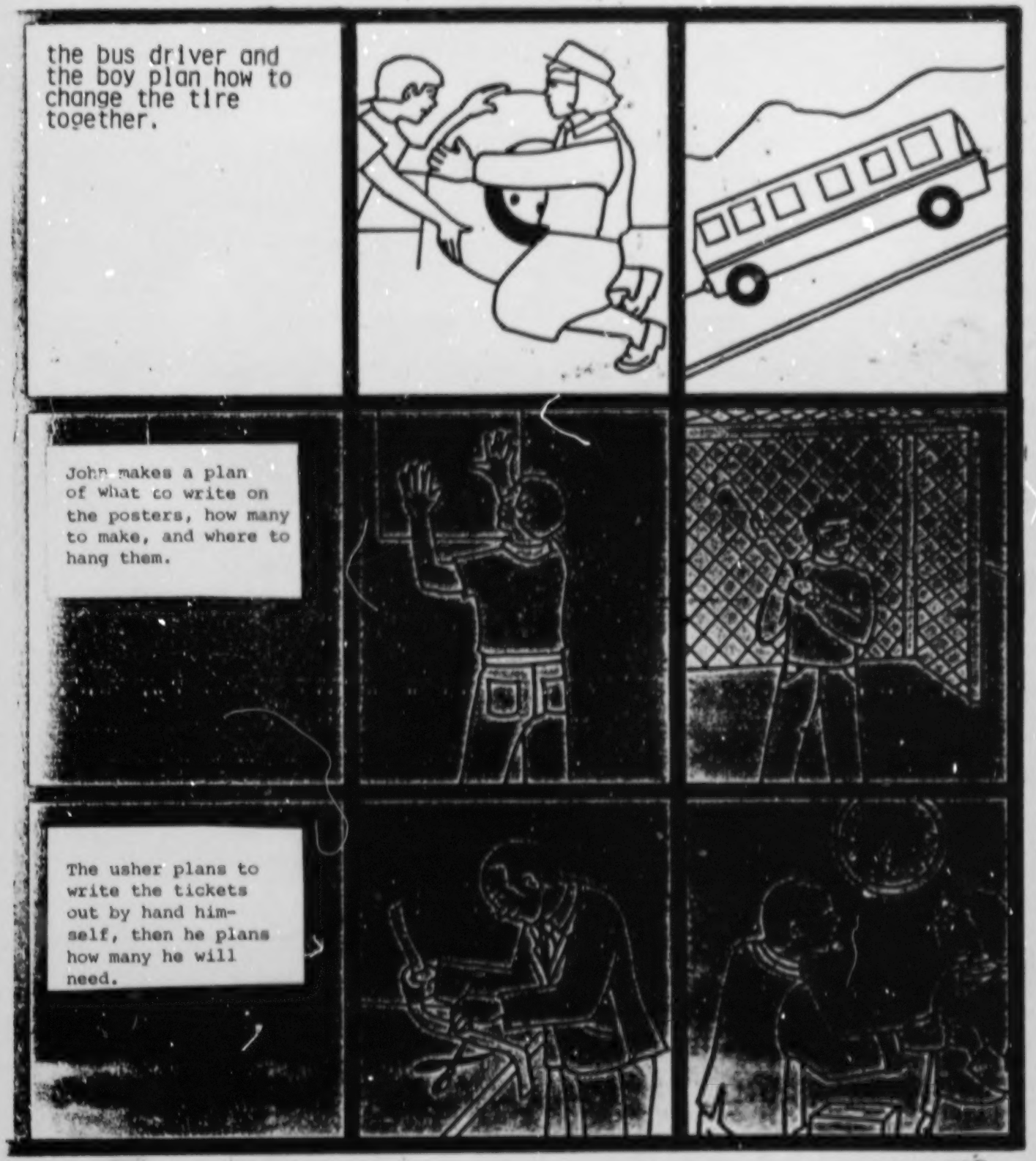
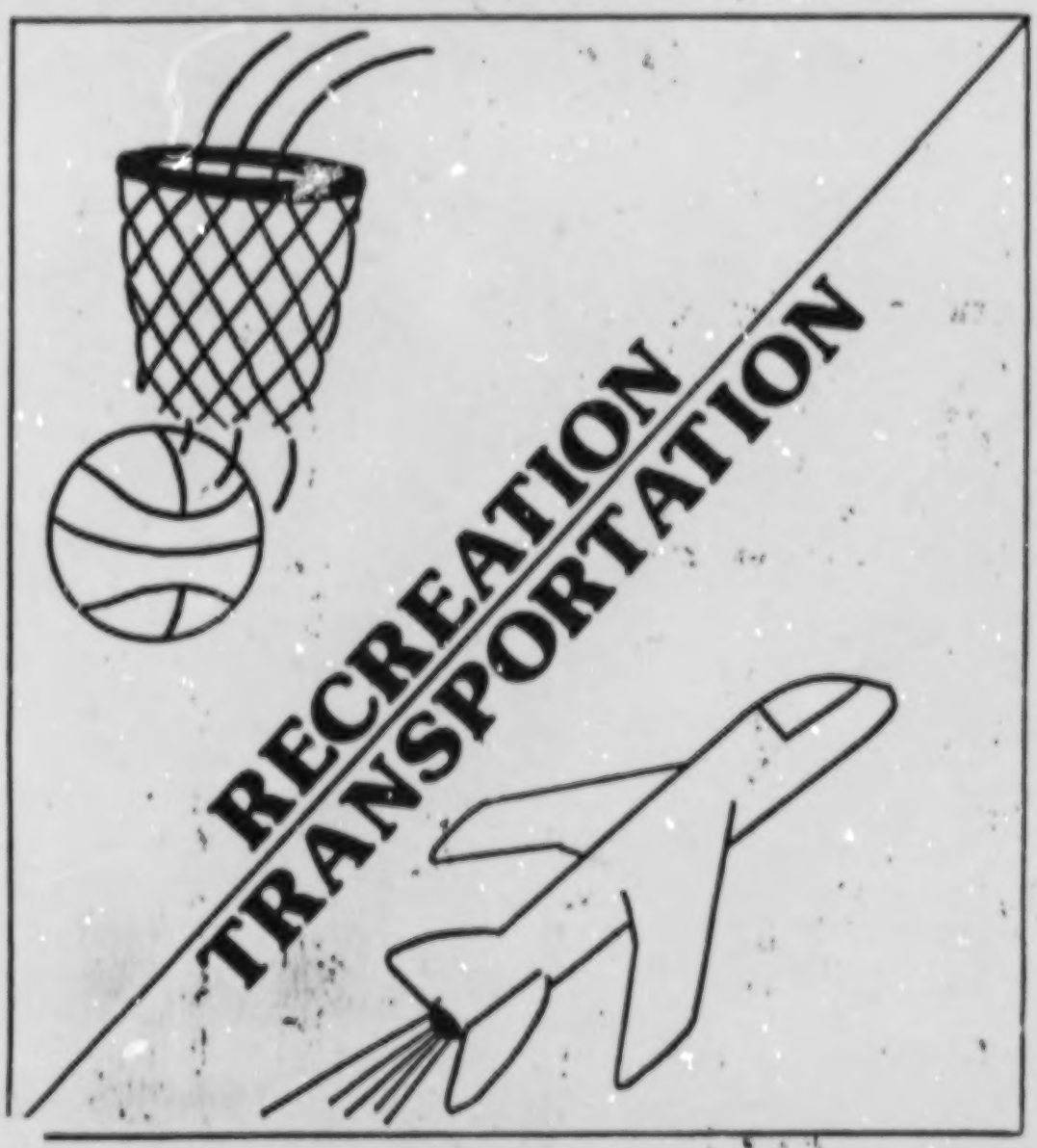
Make a plan Practice: Problem solved !

1. do
2.act


the bus driver and the boy plan how to change the tire together.
John makes a plan of what to write on the posters, how many to make, and where to hang them.
The usher plans to write the tickets out by hand himself, then he plans how many he will need.

215 BEST COPY AVAILABLE

Time and Obstacles



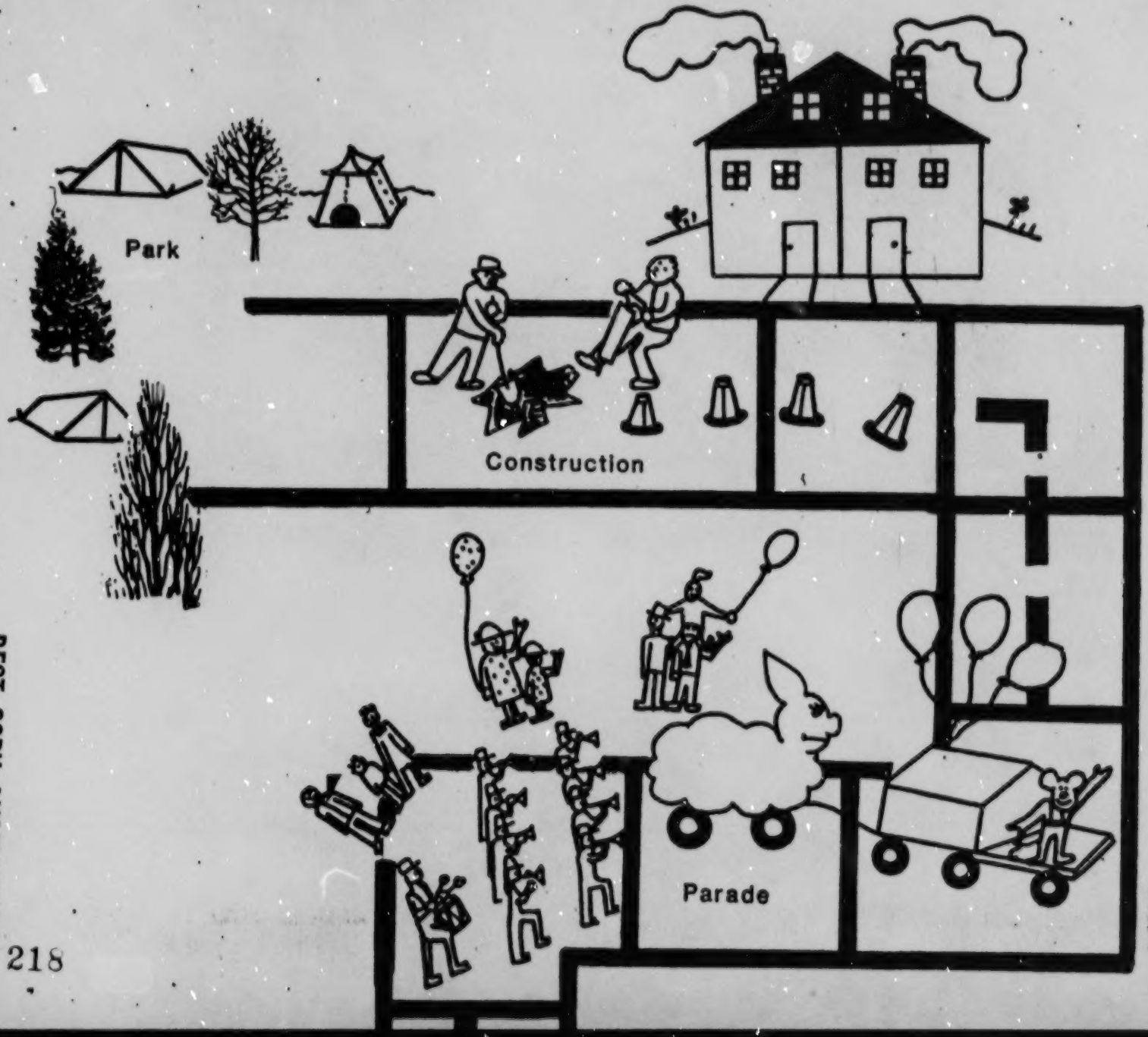
Directions:

1. Set up game: spread OBSTACLE-SOLUTION cards on table, next to game board, with time values face-down.
2. Players choose identical clock settings, throw die, and move correct number of spaces.
3. Players stop at each road-block, choose a solution card, and move clock ahead the number of minutes indicated.
4. The winner reaches camp in the least amount of time.

Materials:

Included:
- Game board
- 15 cards
- 2 time clocks

Needed:
- Die
- Markers



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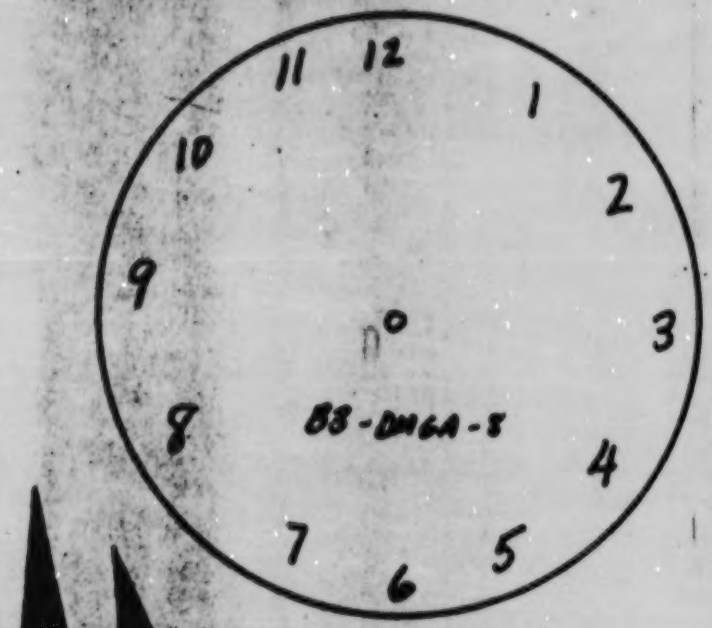

✂ cut out two clocks
2 hands for clocks; attach hands

Obstacle: ELECTRIC LINES DOWN **Solution:** Report to police.
Obstacle: ELECTRIC LINES DOWN **Solution:** Use flare to warn others.
Obstacle: ELECTRIC LINES DOWN **Solution:** Move lines yourself.
Obstacle: PARADE **Solution:** Follow behind parade.
Obstacle: PARADE **Solution:** Stop and watch.

✂ CUT OUT FIVE CARDS ON VERTICAL AND HORIZONTAL LINES

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5 MINUTES

B3-DMGA-8

10 MINUTES

B3-DMGA-8

GO BACK TO START.
Don't change time.

B3-DMGA-8

20 MINUTES

B3-DMGA-8

35 MINUTES

B3-DMGA-8

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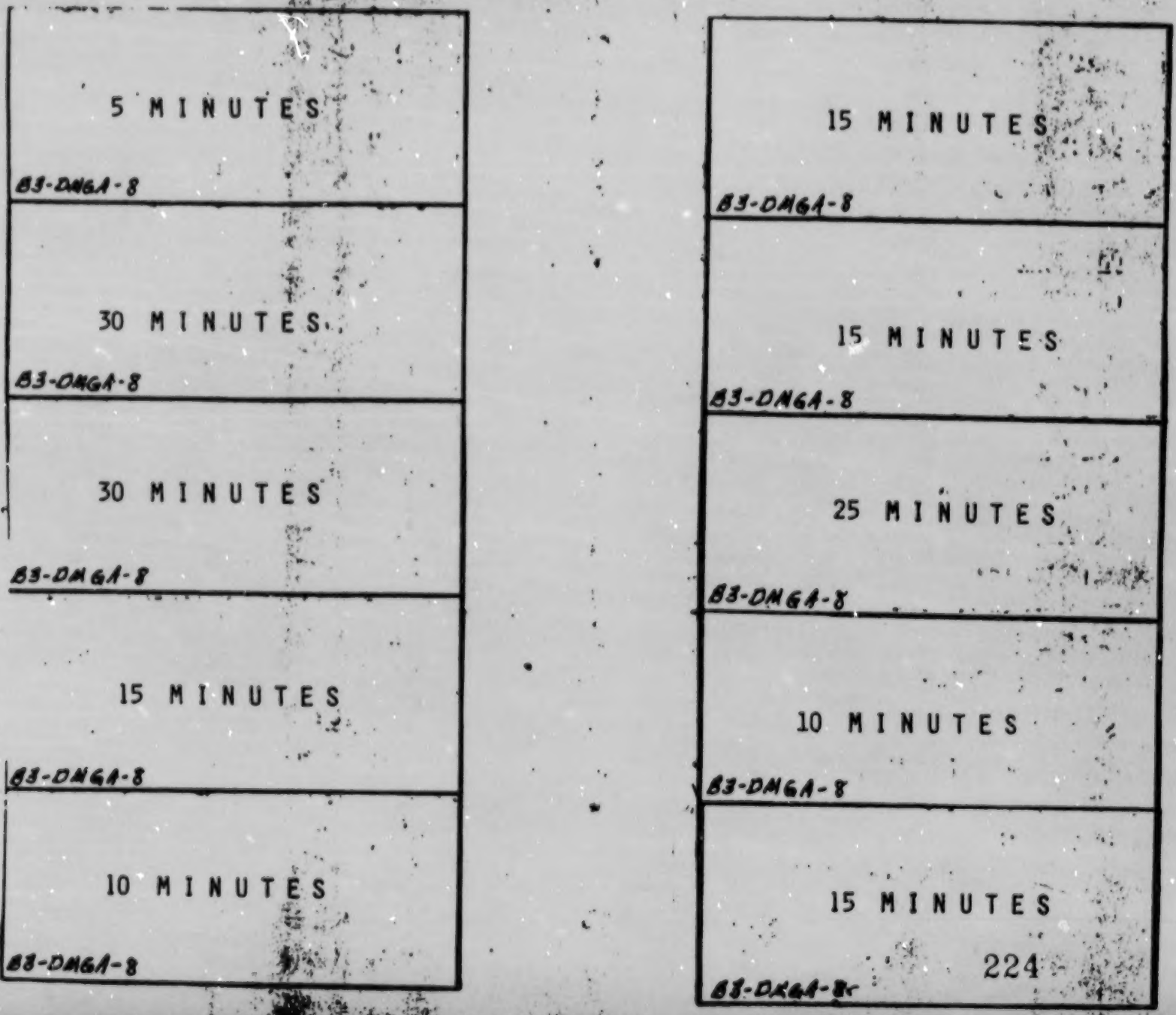

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Obstacle:
PARADE
Solution:
Take Detour.

Obstacle:
CATTLE CROSSING
Solution:
Honk Horn.

Obstacle:
CATTLE CROSSING
Solution:
Call Police.

Obstacle:
CATTLE CROSSING
Solution:
Stop & wait for them to cross.

Obstacle:
TRAFFIC LIGHT STUCK ON RED
Solution:
Direct traffic yourself.

BEST COPY AVAILABLE

Cut out on vertical and horizontal lines (ten cards)

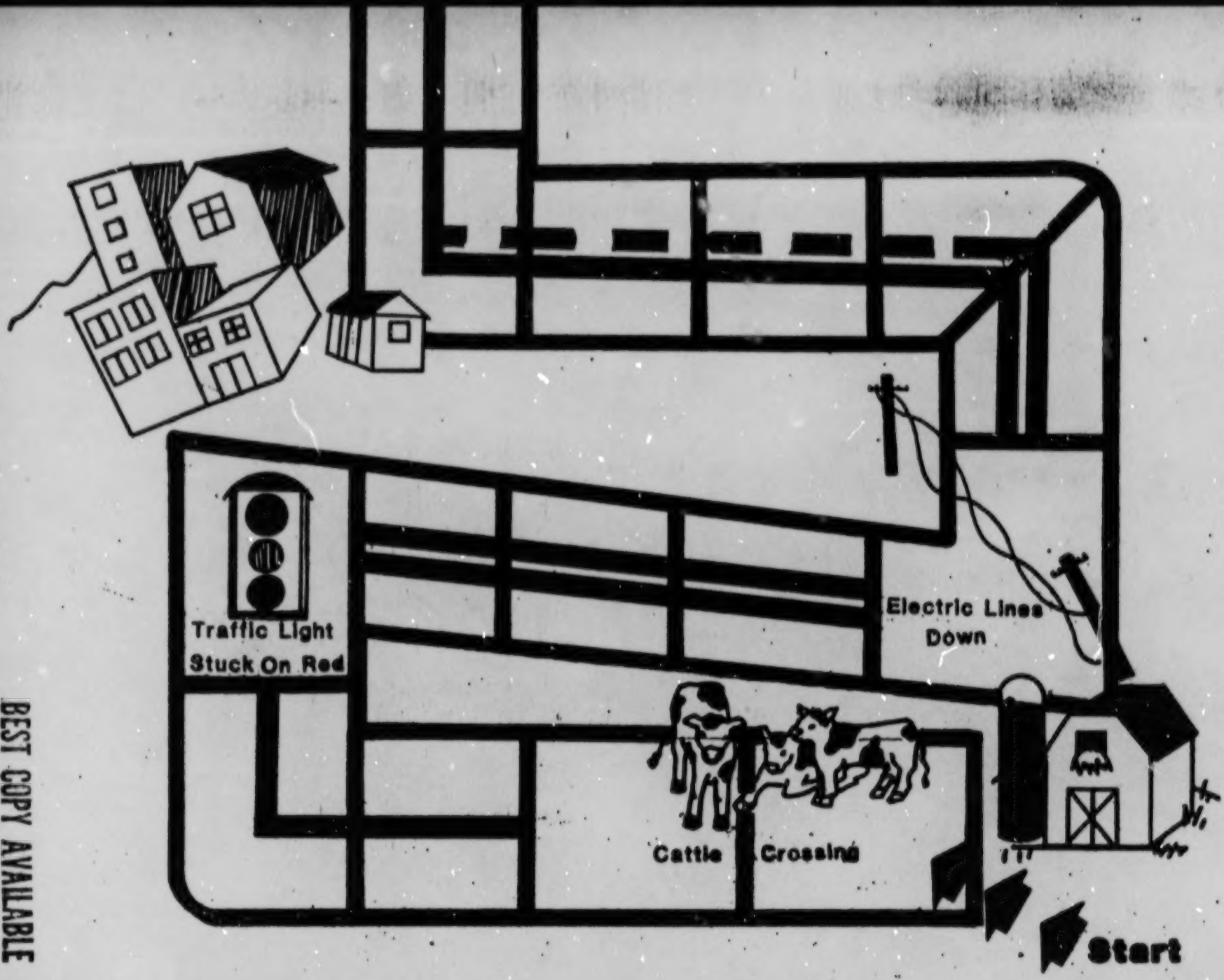
Obstacle:
TRAFFIC LIGHT STUCK ON RED
Solution:
Report to police.

Obstacle:
TRAFFIC LIGHT STUCK ON RED
Solution:
Honk horn until light changes.

Obstacle:
CONSTRUCTION
Solution:
Drive right through.

Obstacle:
CONSTRUCTION
Solution:
Plan another route.

Obstacle:
CONSTRUCTION
Solution:
Take detour.



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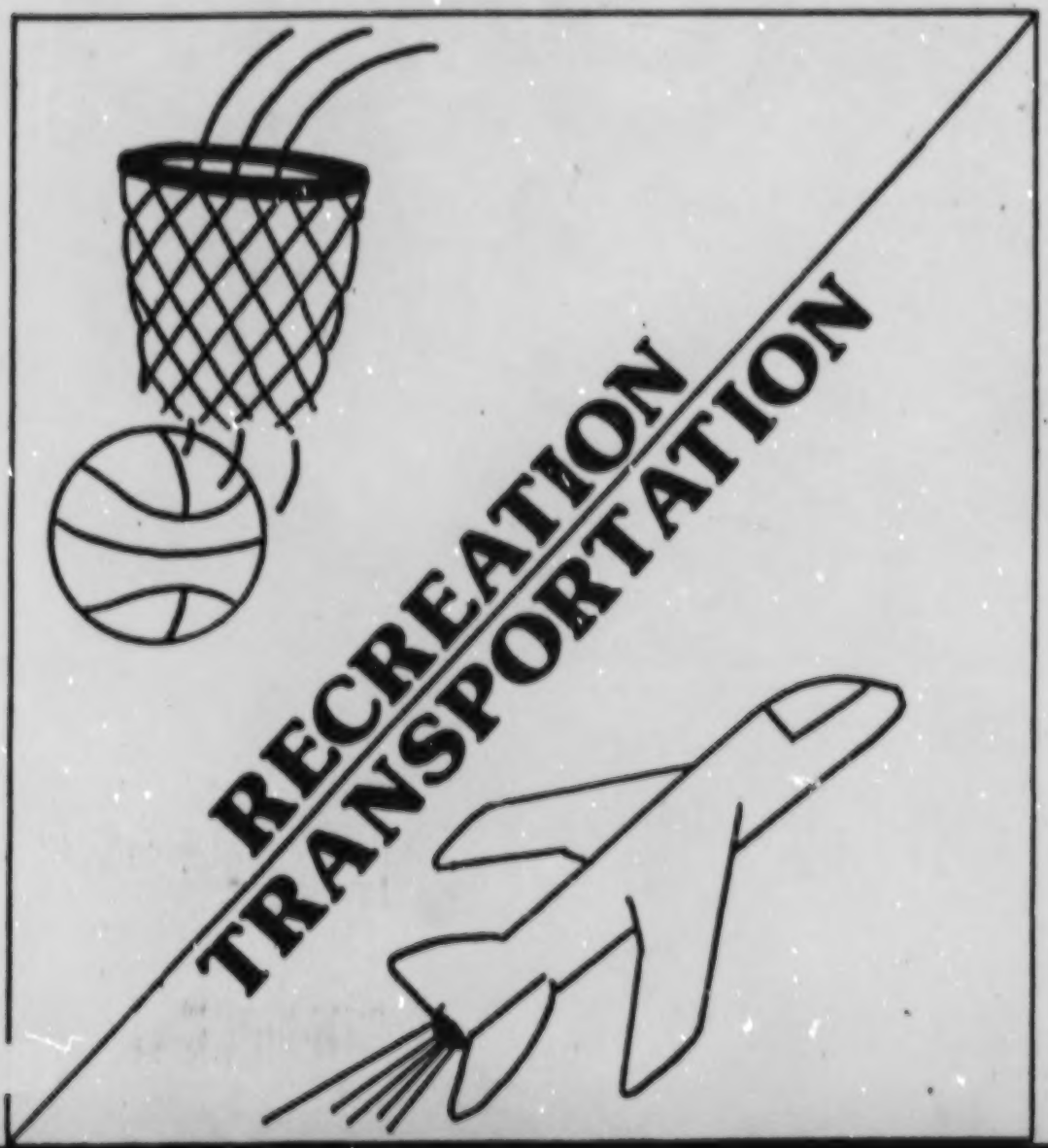
B3-J&R-6

Marble Fun



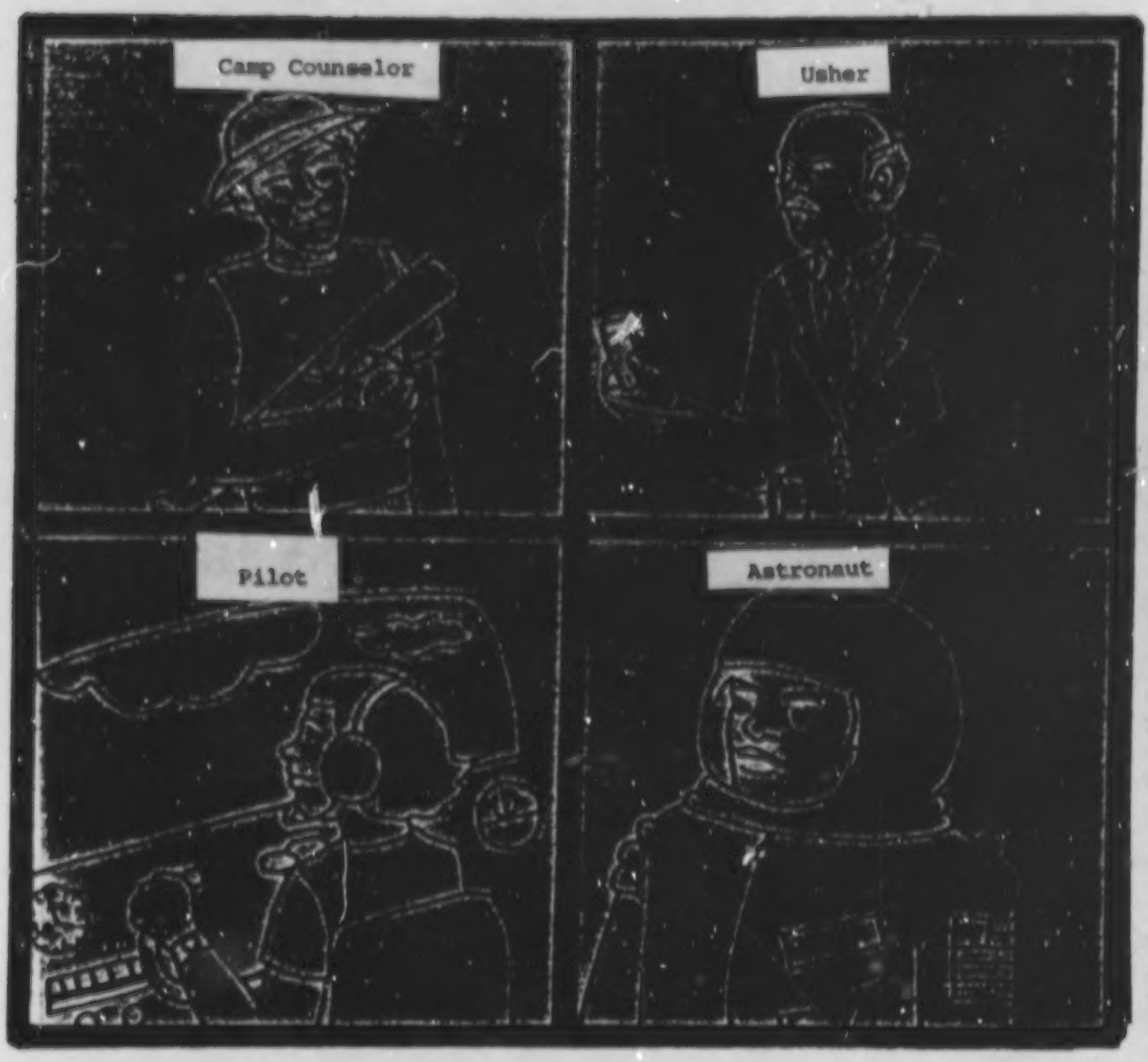
Directions:

1. Assemble game "A" frame and deal out all tool cards.
2. Players get two tries to roll marble into a worker marble-hole, identify worker, and discard appropriate tool card(s).
3. Winner is first player to discard all tool cards.

Materials:

Included:
Game "A" frame
20 Tool cards

Needed:
Marbles



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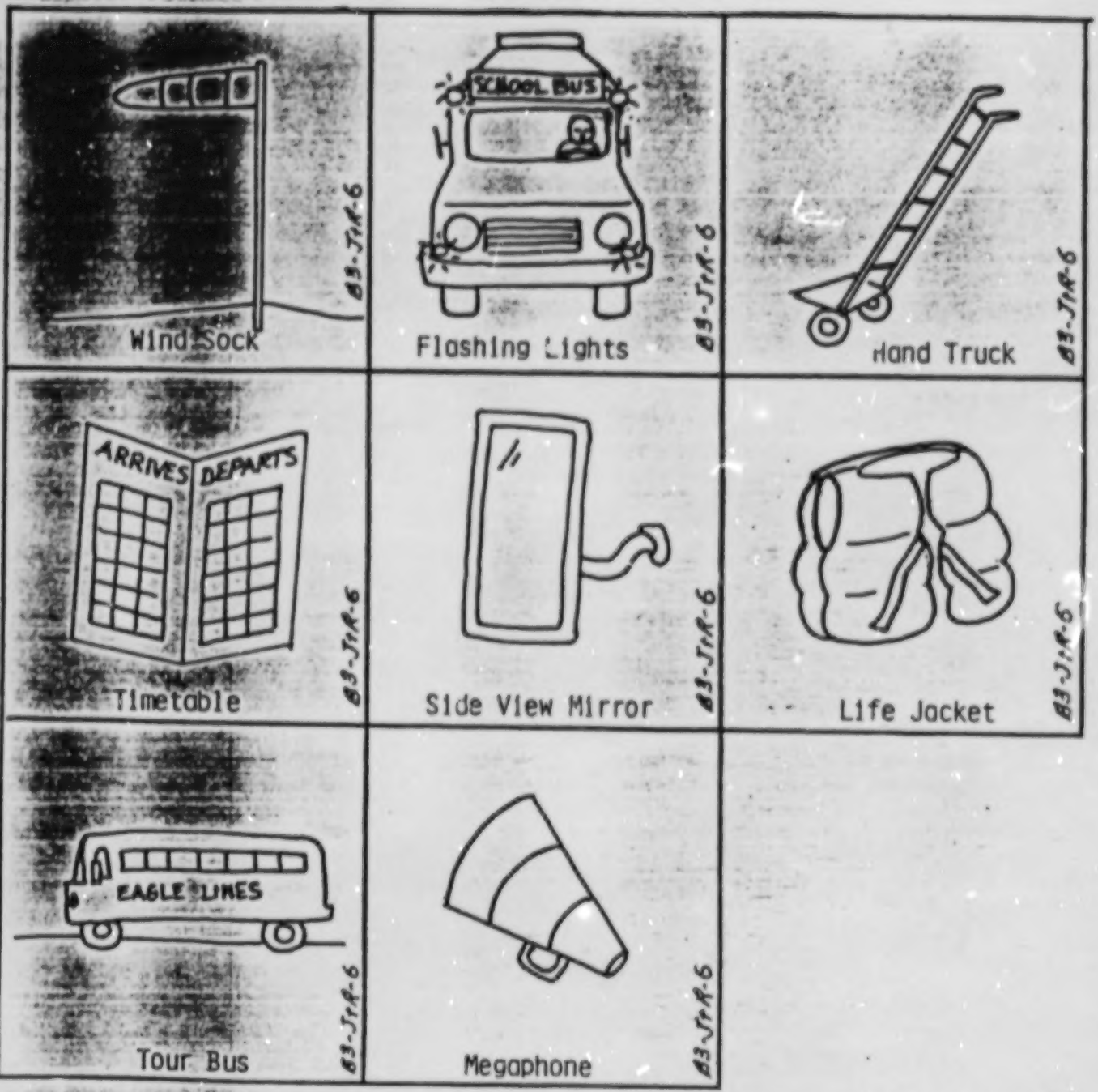

✂ cut out eight cards on vertical and horizontal lines

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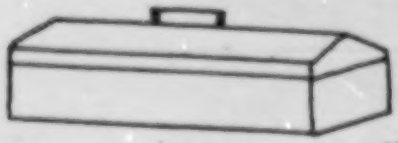
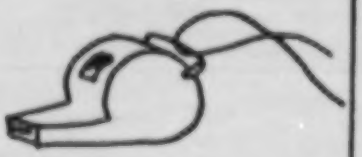


Tool Box

83-JNR-6



Whistle

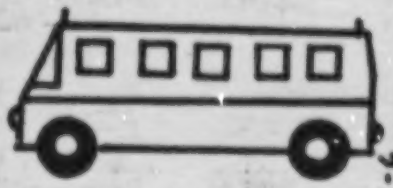
83-JNR-6

Rocket Ship

83-JNR-6

Ball and Bat

83-JNR-6



School Bus

83-JNR-6

Space Suit

83-JNR-6

Road Sign

83-JNR-6

Special Food

83-JNR-6

Railroad Tracks

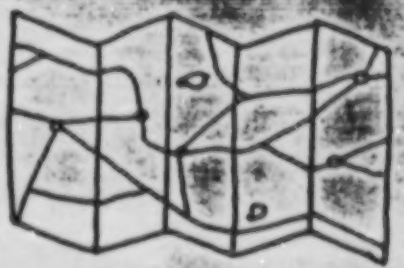
83-JNR-6

Tickets

83-JNR-6

Flashlight

83-JNR-6



Map

83-JNR-6

Cut out these cards on vertical and horizontal

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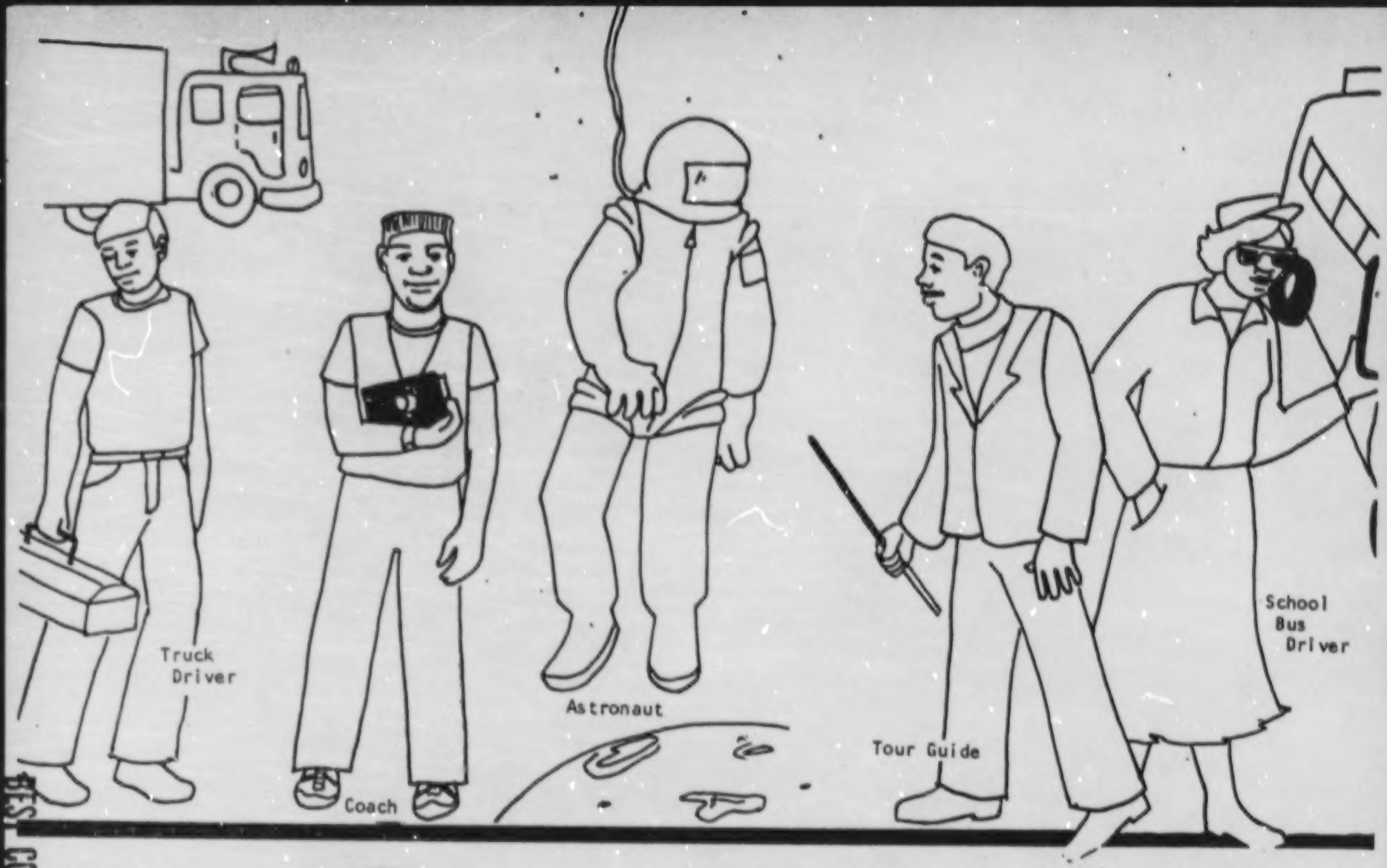

2x cut out 5 arches

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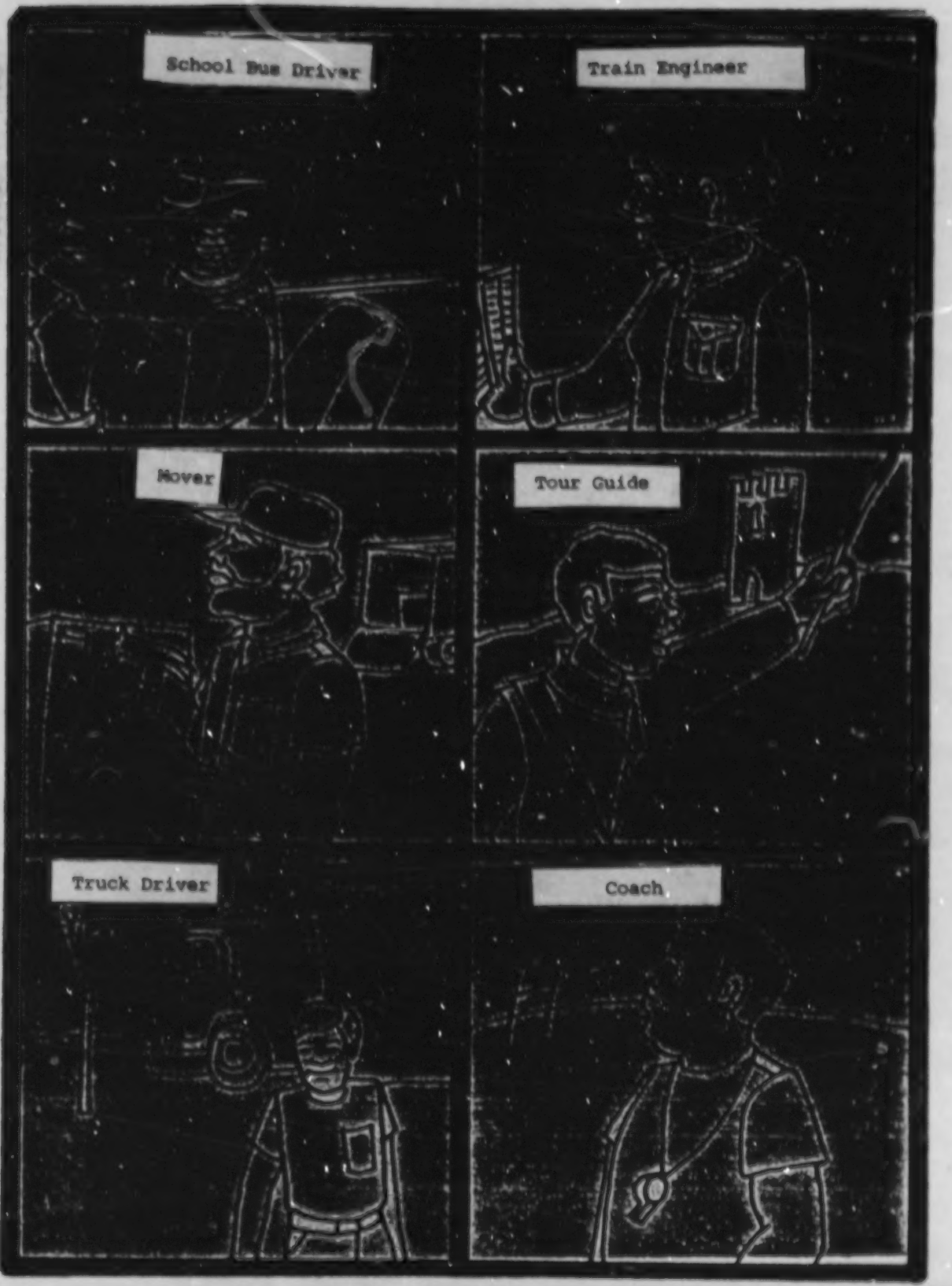
8x cut out 5 arches



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B3-J&R-5

Shopping Spree

Directions:

1. Players take $50 each from bank, and take turns dialing a worker and two appropriate tools for worker.

2. Buy tools in the store where the total price for both is the lowest.

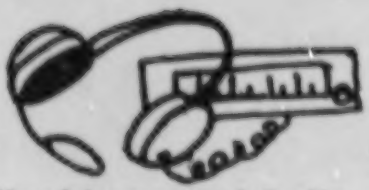
3. Winner is player who has saved the most money after 15 minutes of play.

Materials:

Included:
Worker-tools dial

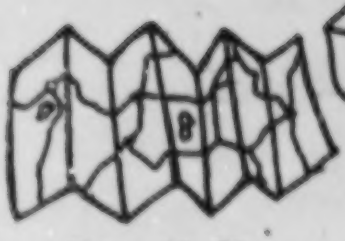
Needed:
Play money

Whistle $2.00



Headphones and Radio
$29.00

Ball and Bat
$10.00



Map $1.50

Exercise Book
$7.00

Life Jacket
$9.00

Pointer
$2.00

Megaphone
$2.50

Watch
$15.00

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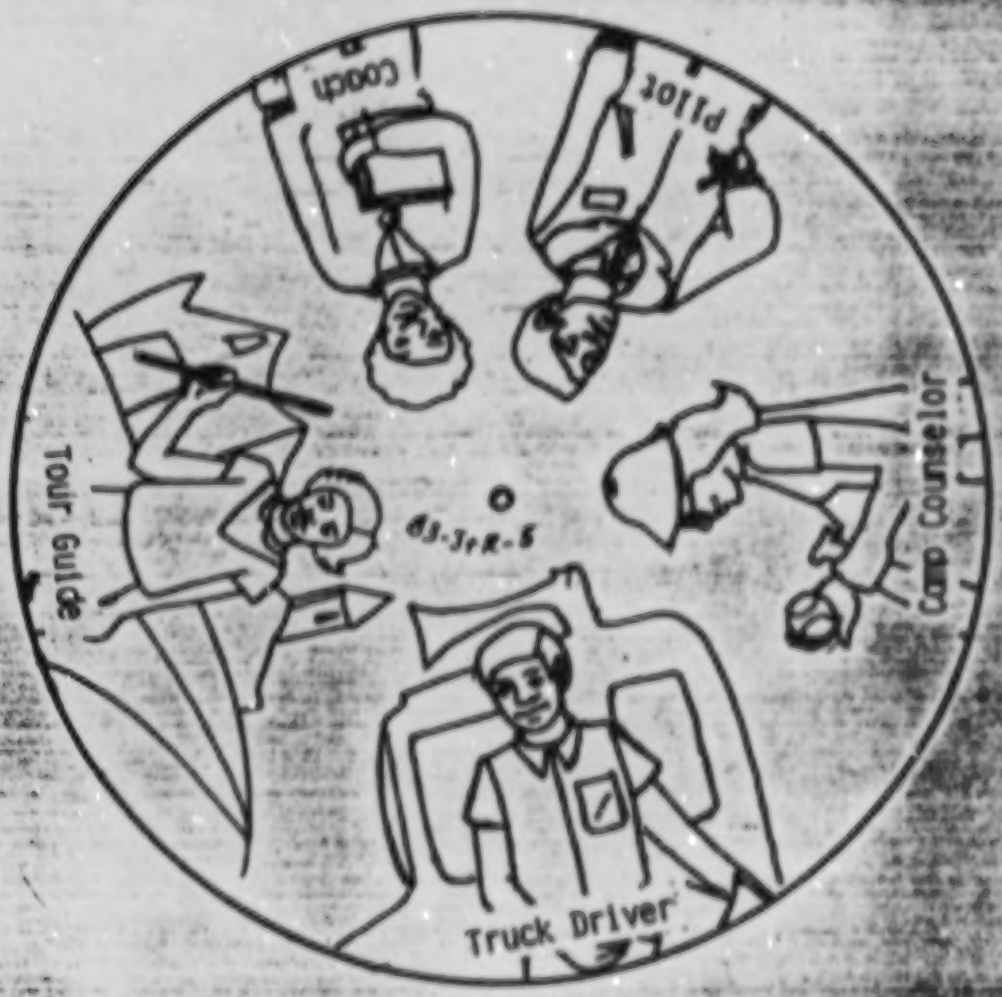
Worker Wheel



cut out worker wheel

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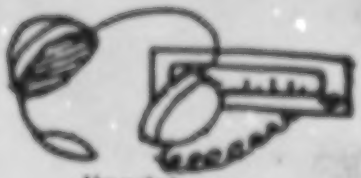
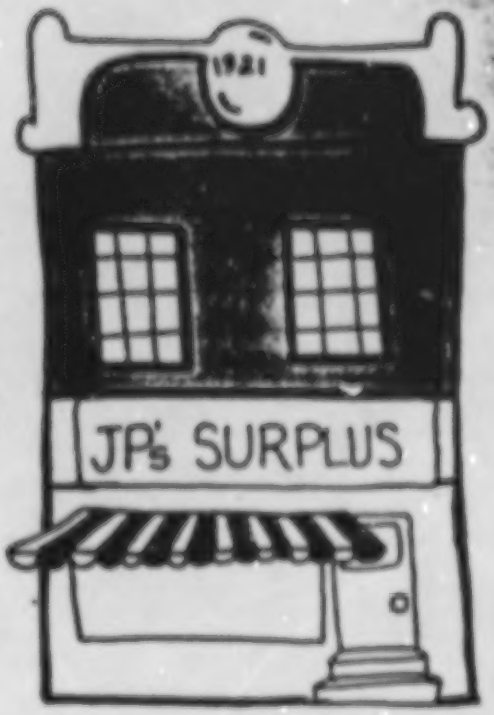
Whistle $1.00



Headphones and Radio $35.00

Ball and Bat $11.50



Exercise Book $3.50

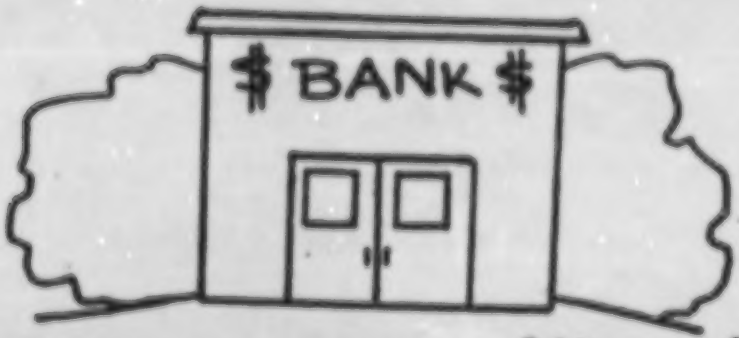
Map $.50

Life Jacket $9.50

Pointer $3.00

Megaphone $4.50

Watch $20.50



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Tool Wheel

Example:

1. Cut out tool wheel and worker wheel.
2. Place worker wheel on top of tool wheel.
3. Put paper fastener through mid-points of both wheels to hold them together.

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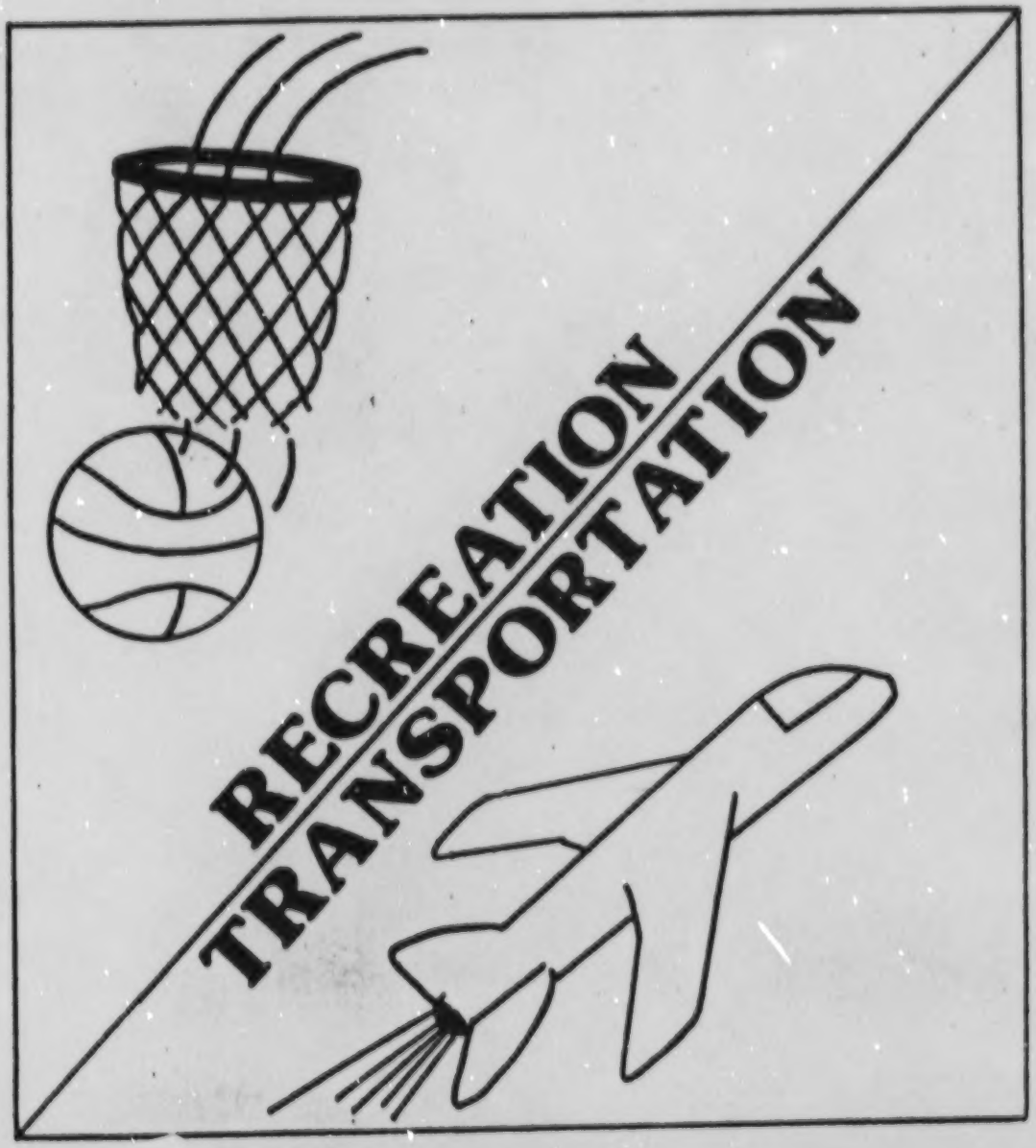
B3-J&R-4

To School on Time



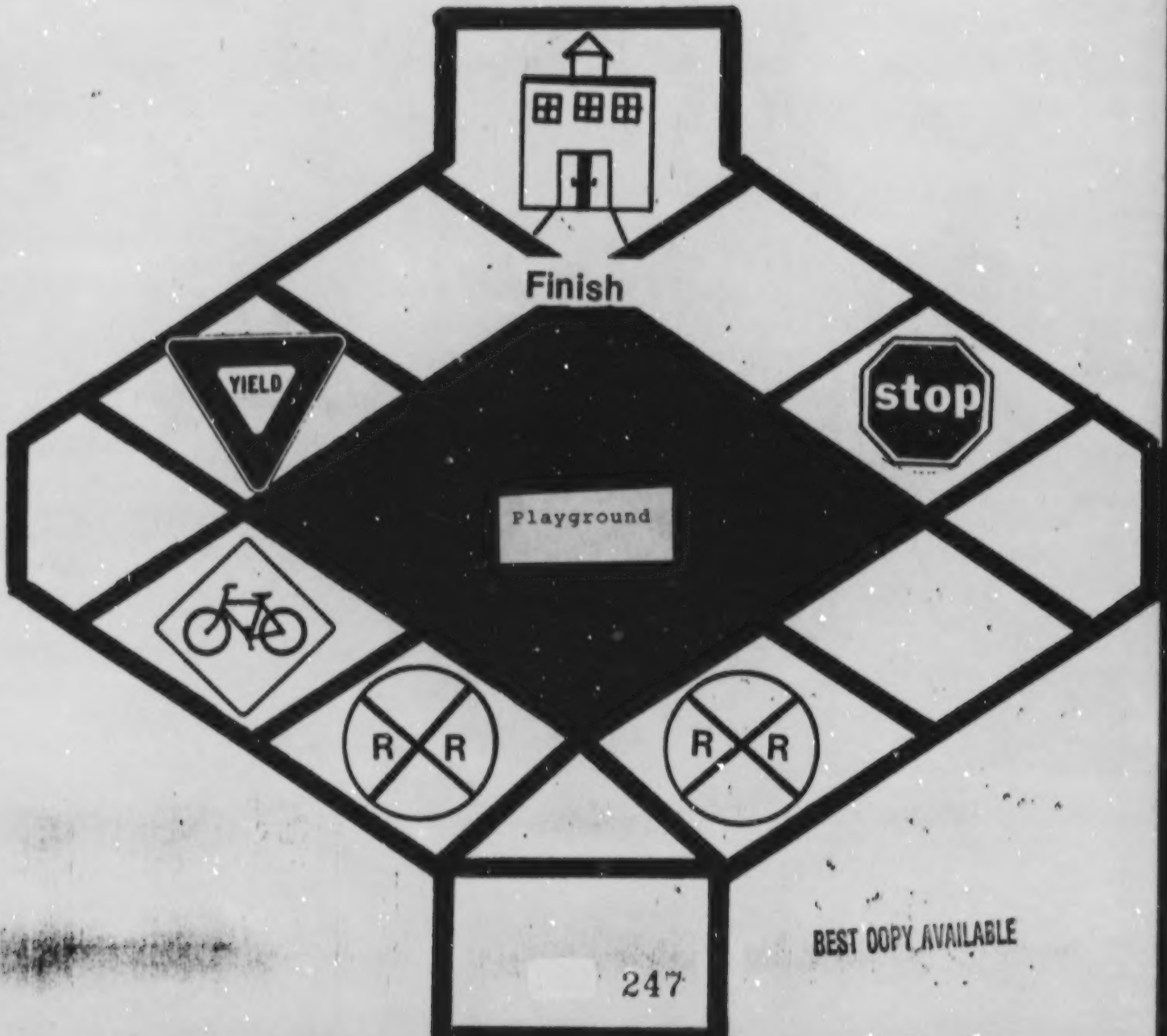
Directions:

Roll die to move along spaces on road to school, following directions inside.

Materials:

Included:
- 2 "Clocks"
- Game board

Needed:
- Die
- Buttons, for markers



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✂ cut out and assemble two clocks, using paper fasteners to attach hands of clocks

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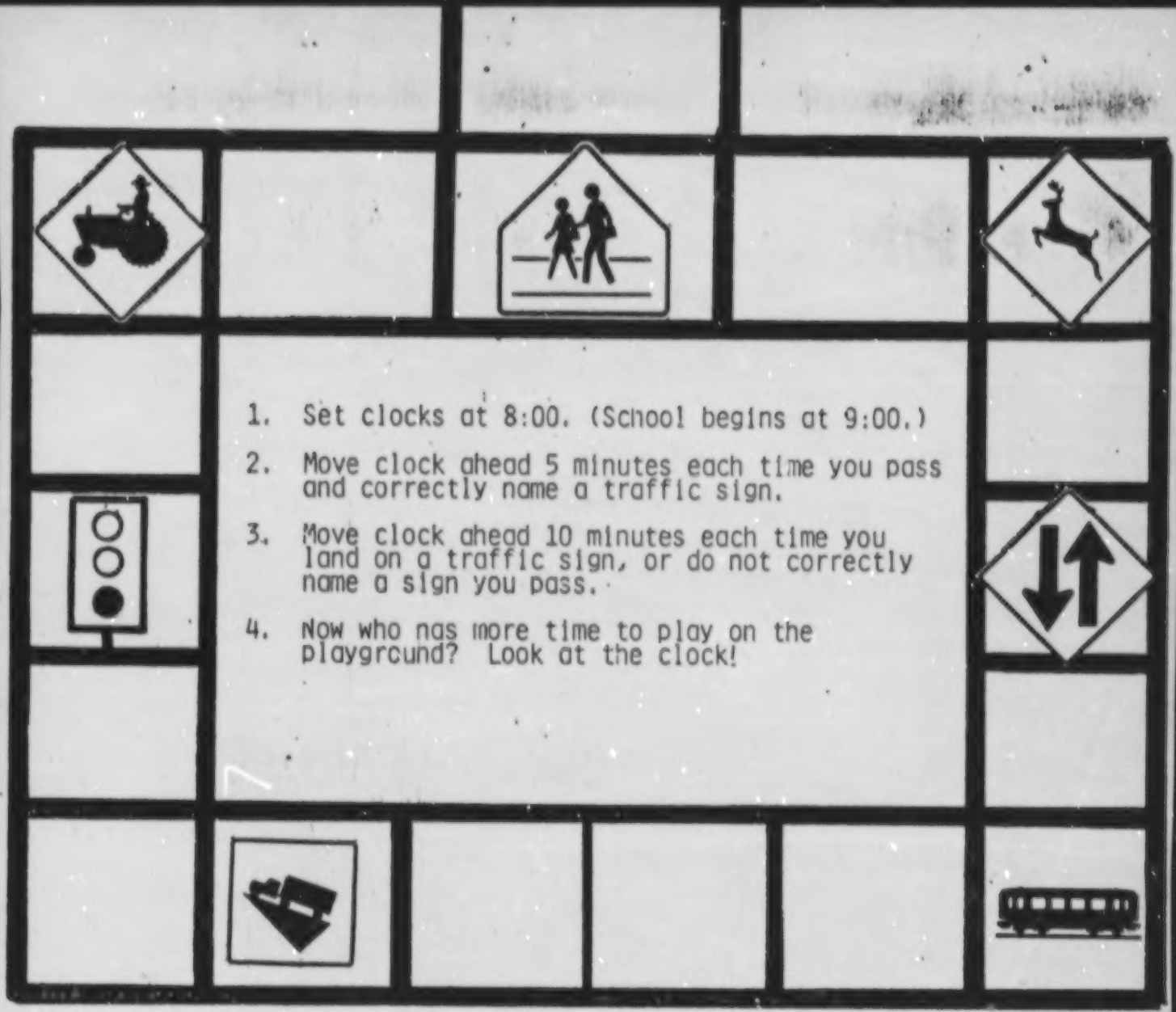
1. Set clocks at 8:00. (School begins at 9:00.)
2. Move clock ahead 5 minutes each time you pass and correctly name a traffic sign.
3. Move clock ahead 10 minutes each time you land on a traffic sign, or do not correctly name a sign you pass.
4. Now who has more time to play on the playground? Look at the clock!
Start

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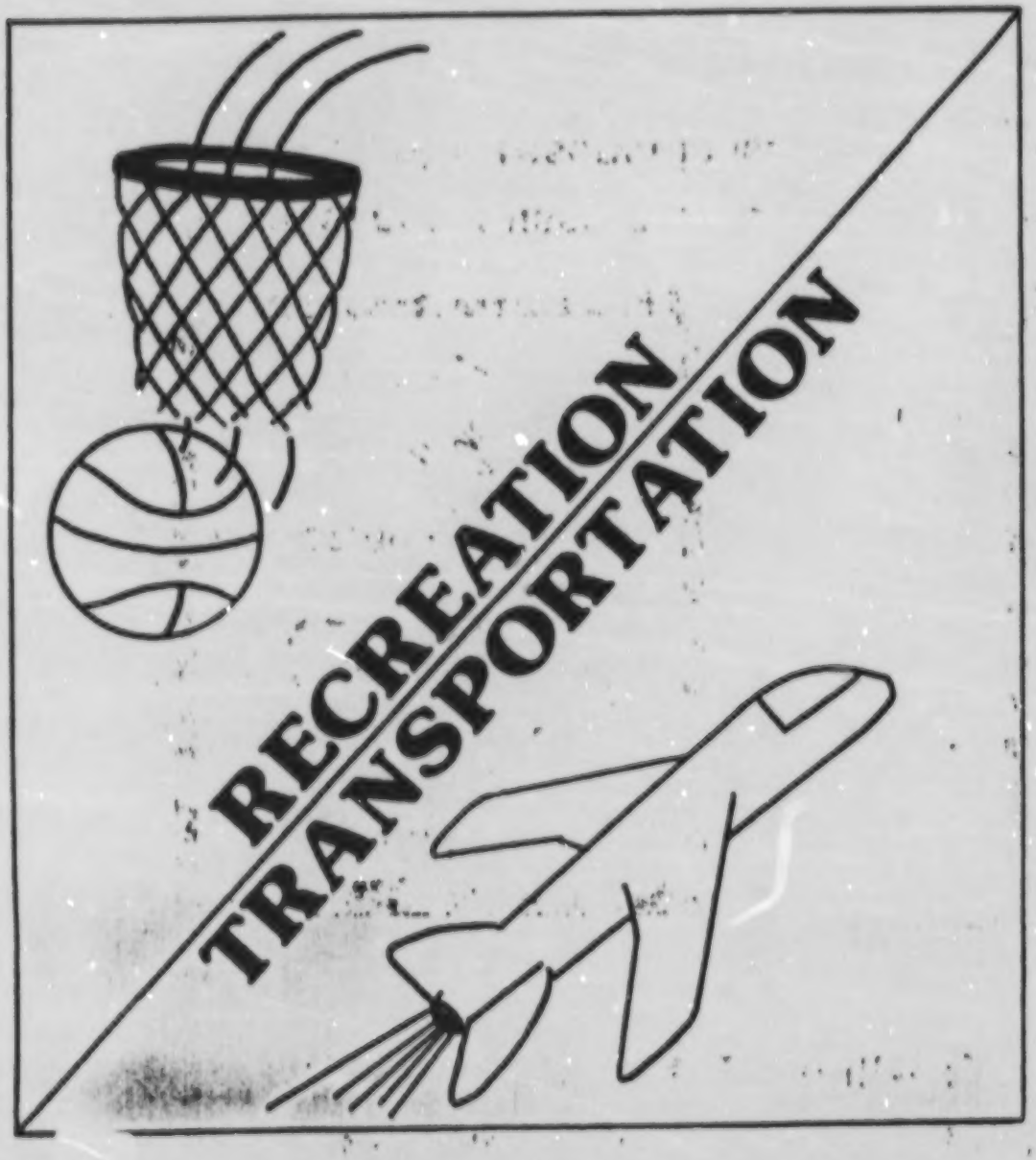
B3-J&R-3

Tool Fill-in



Directions:

1. Identify all tools in pictures.
2. Read each sentence, filling in name of correct tool.

Materials:

Included:
Folder

Needed:
None

An usher uses a _____ to help people find their seats in the dark.

A travel agent uses a _____ to make hotel reservations.

A tour guide uses a _____ to show people where to look.

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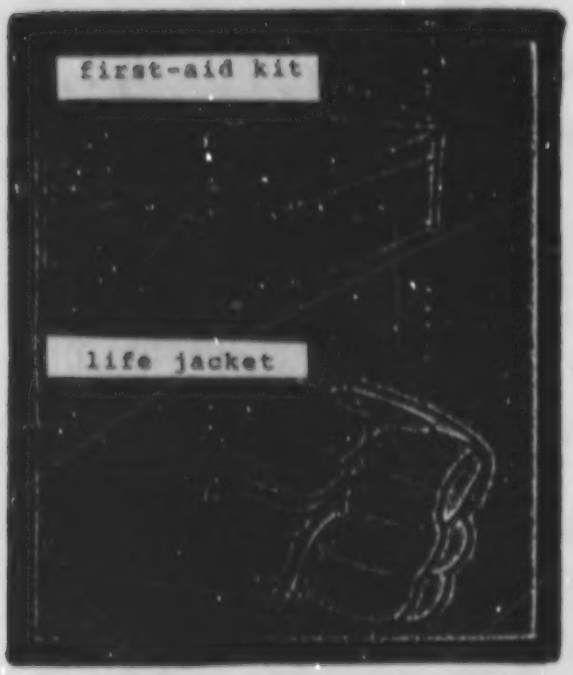
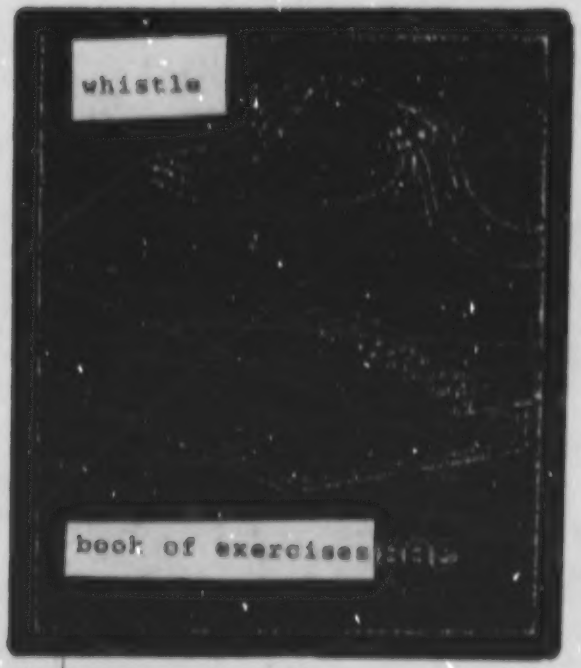


A camp counselor has children wear a _____ for water safety.



Coaches use a _____ to get the attention of players.

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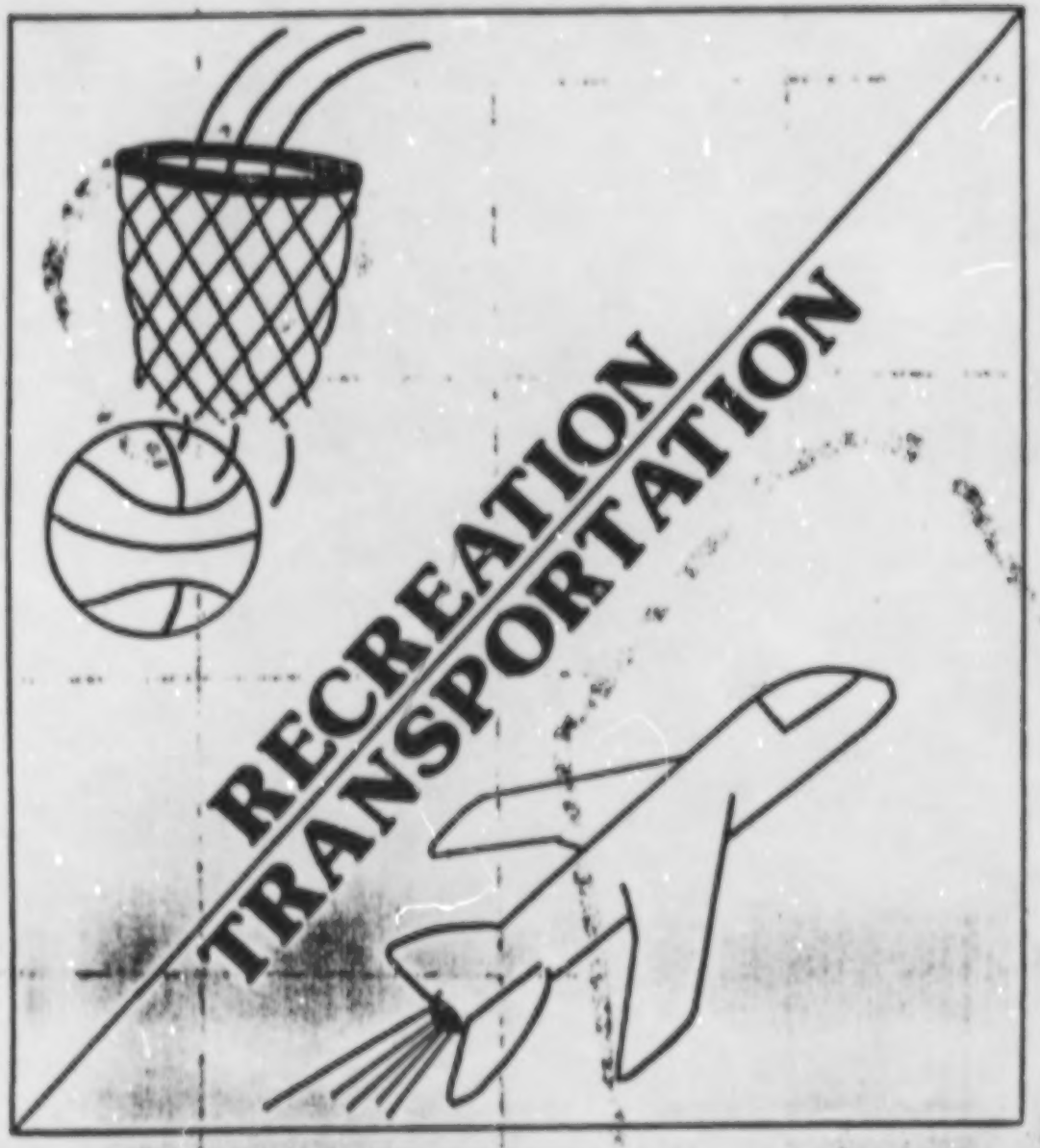
B3-J&R-2

Island Hopping



Directions:

1. Each player takes one worker card.
2. Place tool cards, face up, on small islands.
3. Start from main island port and plan a route connecting each small island where tools of worker are placed. All travel is done on N-S and E-W lines.
4. Throw die and move along planned route, counting each intersection of N-S and E-W lines as a space.
5. Name and collect appropriate tools found on islands, and return to main island port. Winner is first player to return to main island port.

Materials:

Included:
3 Worker cards
6 Tool cards

Needed:
Buttons for markers
Die
Scrap paper
Pencils

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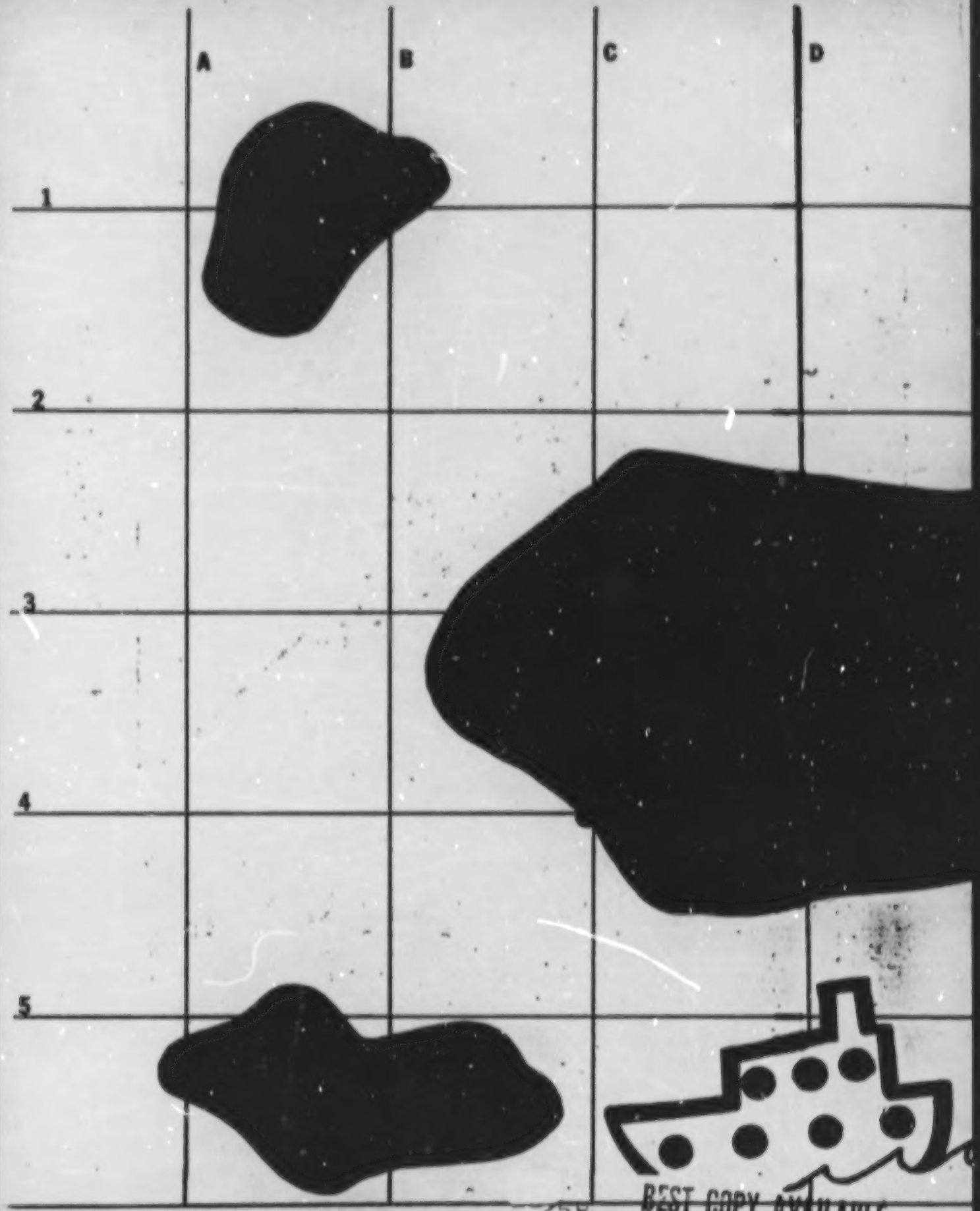

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✂ cut out nine cards on vertical and horizontal lines

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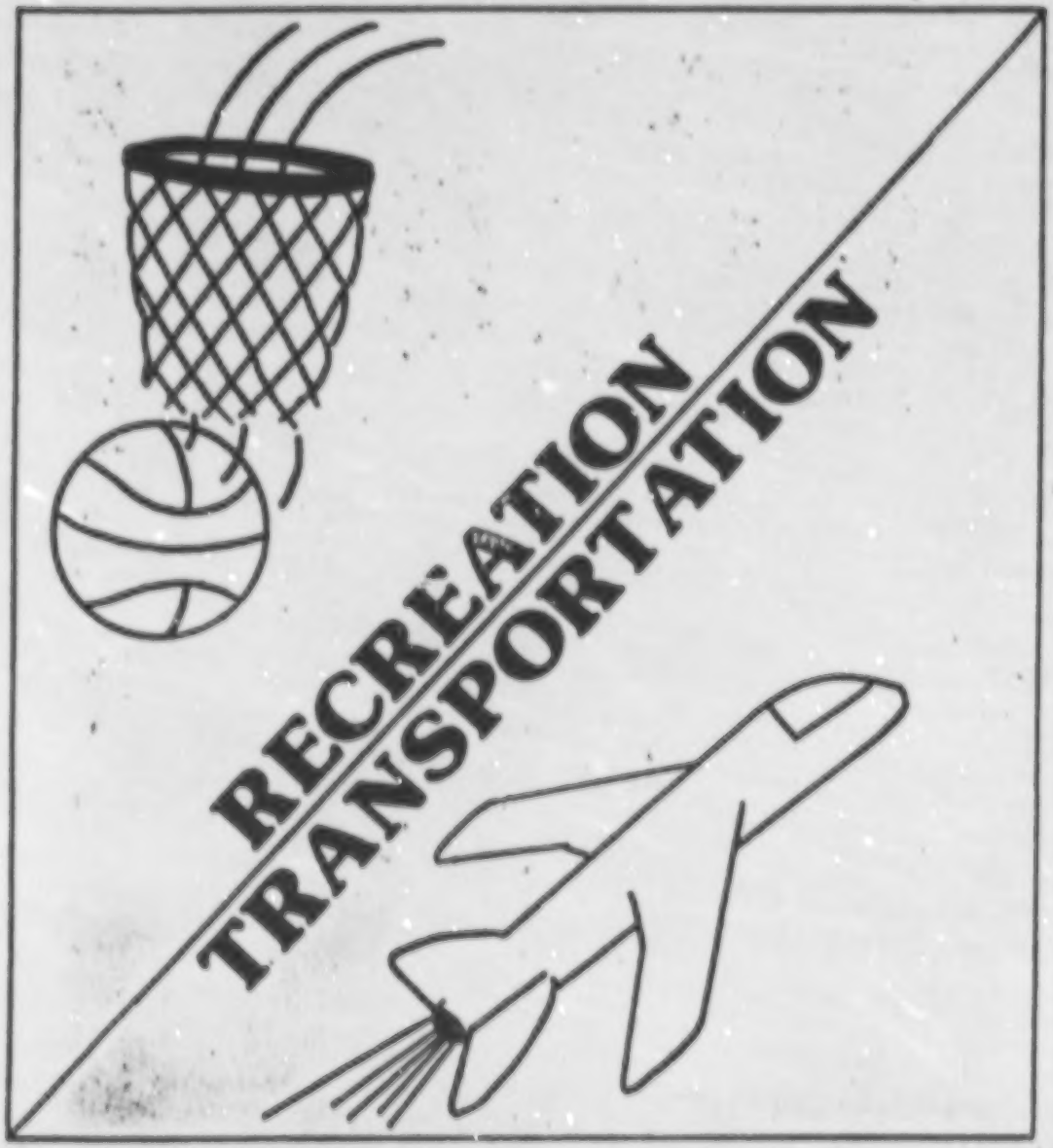
B3-J&R-1

Three Picture Stories



Directions:

1. Students listen and look at pictures as teacher reads stories on backs of pictures (4 pictures for each story).

2. Students re-tell stories, using pictures.

Materials:

Included:
12 Pictures, with stories on backs

Needed:
None

RECREATION WORKERS

Jamie Johnson
camp counselor

Steve Moore
tour guide

Connie Sanchez
travel agent

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✂ cut out cards on vertical and horizontal lines

BEST COPY AVAILABLE

(TRAVEL AGENT)

2. To know about different places around the world, I see films and read books, magazines, and pamphlets. I learn about places people can sleep and eat (like hotels, motels, and restaurants) and interesting things they can see (like the pyramids in Egypt). I read books about different kinds of money used around the world, and the costs of traveling to places like England, Africa, and Puerto Rico. And I see films about ways to travel, like by airplane, bus, or train.

(TRAVEL AGENT)

1. Hello! My name is Connie Sanchez, and I'm a travel agent. Listen closely while I tell you some things about my work in an office in a big city.

(TRAVEL AGENT)

3. My favorite thing at work is using the telephone because I get a chance to talk to people all over the world. Yesterday I used the telephone to talk with Mr. Martinez in the Puerto Rico Hotel to tell him that someone from the United States would be coming to the hotel.

(TRAVEL AGENT)

4. Two important skills in my work are listening and talking. When people come into my travel agency, they sometimes are not sure about where they want to go. I help them decide where they want to go by listening carefully to what they like and by asking them some questions about how much money they want to spend. Then I suggest some places they can choose from and I help them plan their trips.

My work is fun for me. Maybe one day I will help you plan a vacation trip.

(CAMP COUNSELOR)

1. My name is Jamie Johnson. I've been working all summer as a camp counselor here at Camp Witchatide. Camp counselling is a great job for students who want just summer work. I like it because I get to spend a lot of time outdoors with children doing the things I like to do: canoeing, hiking, and swimming.

(CAMP COUNSELOR)

2. My job as a counselor means teaching children outdoor sports that are fun and watching out for their health and safety. This means I must know what to do in emergencies. Because I teach water sports, I'm always equipped with a first-aid kit. Safety is number one on my list of responsibilities.

(CAMP COUNSELOR)

3. It takes a special kind of person to be a camp counselor. In some ways it's like being a teacher, since you're teaching children new skills, or at least how to improve skills that they might already have. Teaching means being patient with children. It also means understanding them. In order to teach children how to swim or play a game, I tell them what to do in a way that they can understand. Then I watch them and tell them how they can improve at what they're doing.

(CAMP COUNSELOR)

4. I use all kinds of tools for my job. For safety I have life jackets and a first-aid kit. For outdoor sports I have equipment like canoes and balls and bats. For hiking I sometimes use a guide -- which is a map of all the paths in the woods around the camp.

I like camp counselling as a summer job. I'm outside most of the time. All the sports keep me in shape, while I help children get in shape and have a fun, safe summer.

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Dr cut out four cards on vertical and horizontal lines

(TOUR GUIDE)

1. I'm Steve Moore. I've been a tour guide for fifteen years.

My work meeps me on my feet.

(TOUR GUIDE)

2. These books have pictures of all the places I give tours. I have read the history of each place and have studied the art of each place.

It's my job to know everything about a place, so when I'm taking people on a tour, I can give them accurate information and answer their questions.

(TOUR GUIDE)

3. These are some of my tools: maps showing the locations of interesting tourist spots; a pointer, which is a long stick used to point out objects so that a large number of people can see what I'm talking about; and probably the most important tool is a megaphone. A megaphone makes it possible for all the people in a tour group to hear what I say.

(TOUR GUIDE)

4. Just as important as knowing the history of a tourist spot and using my tools properly, is really liking to be with a large number of people for most of my working day. Getting along with all kinds of people means being able to talk and listen well. Communication is the key to this job.

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tour guide

megaphone

pointer

map

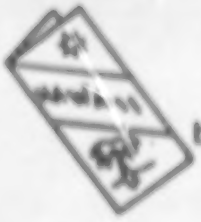
camp counselor

canoe and oars

travel magazine

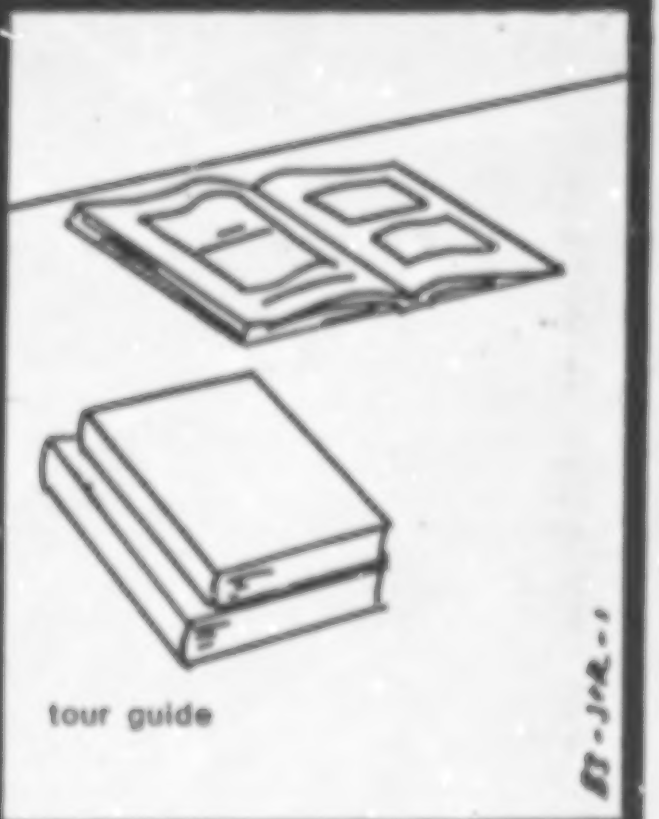
travel films

travel agent



brochure

Cut out four cards on vertical and horizontal lines



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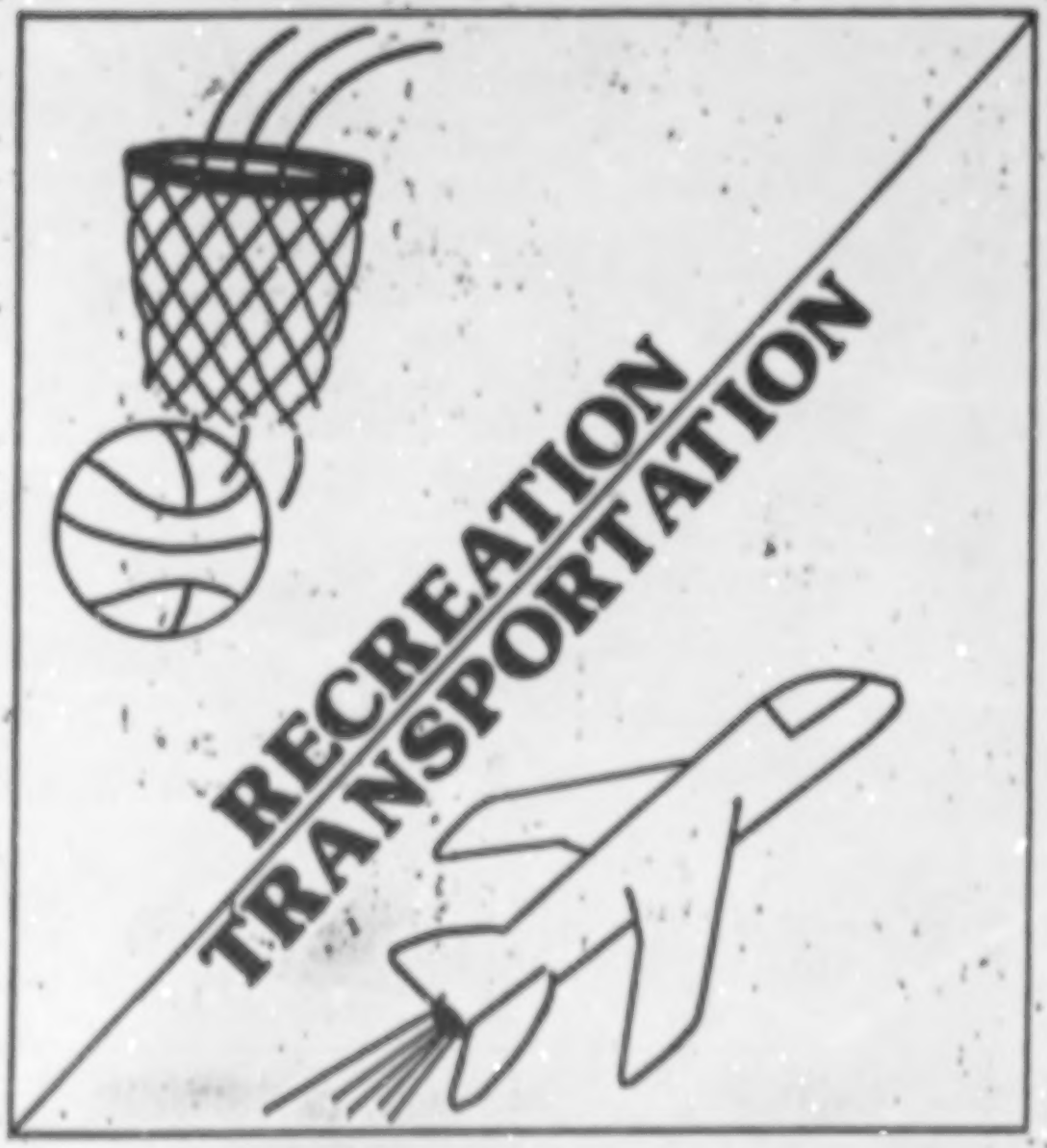
83-GA-1

Measure with Metric



Directions:

Choose 6 objects, measure them, and record measurements.

Materials:

Included:
Pictures

Needed:
Metric ruler
Metric tape measure
Meter stick
Pencil and paper

MEASURE WITH METRIC

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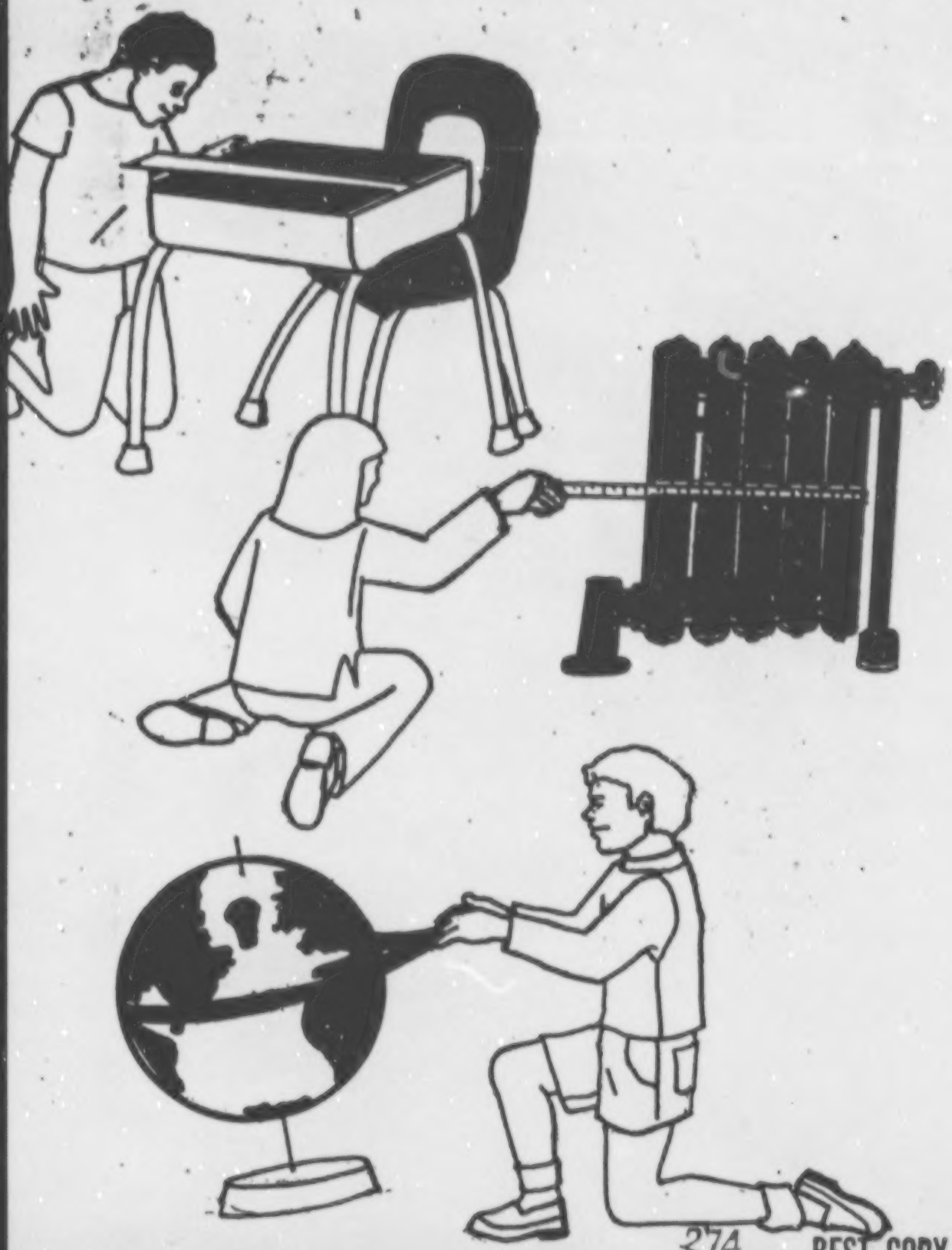
MEASURE WITH METRIC



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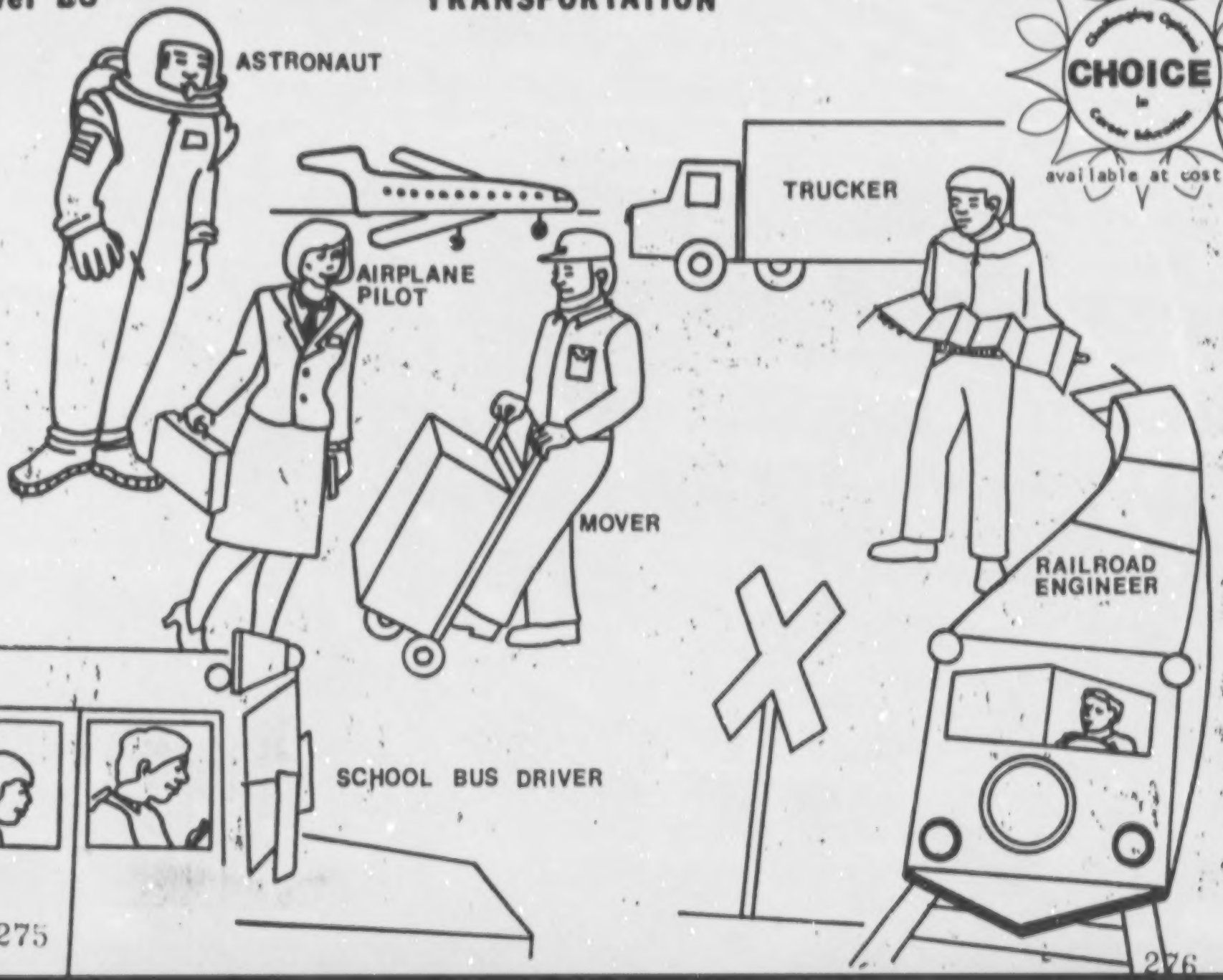
Level B3

TRANSPORTATION

additional copies
CHOICE
available at cost



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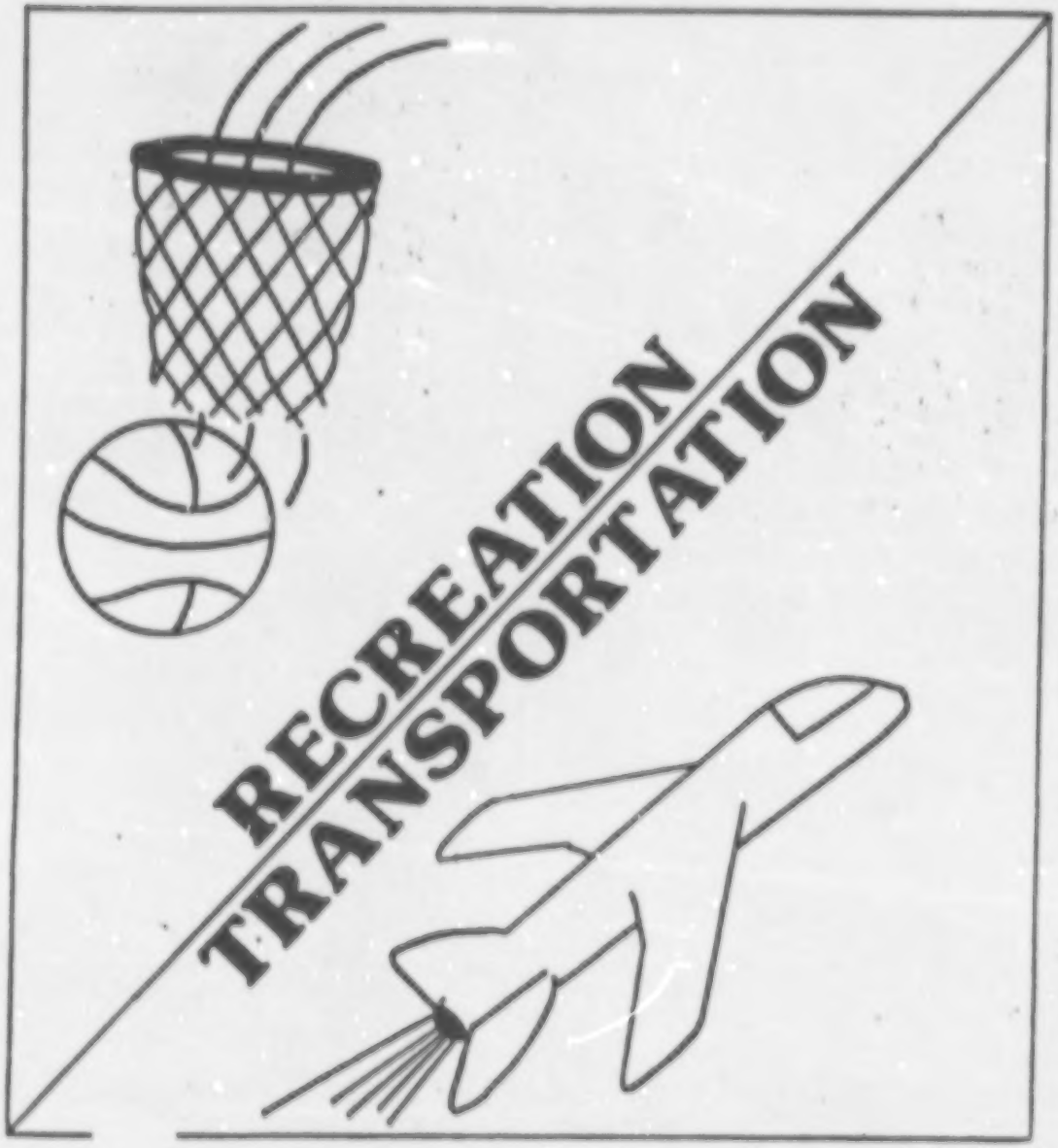
B3-SA-2

Will They Fit?



Directions:

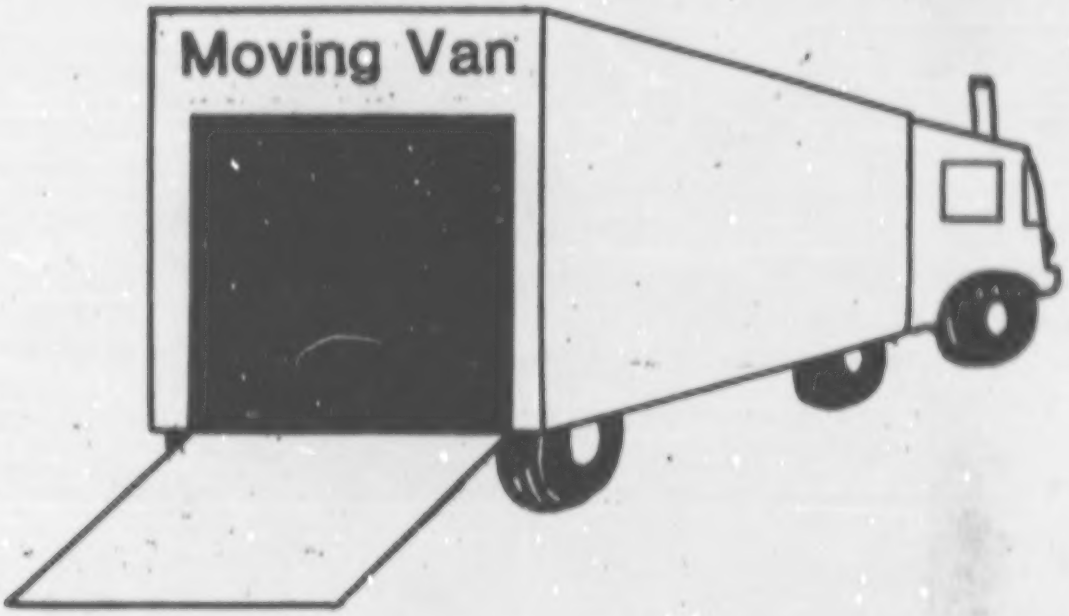
1. Measure and record largest outside dimensions of life preserver and doorway of boat house. Will life preserver fit through door of boat house?

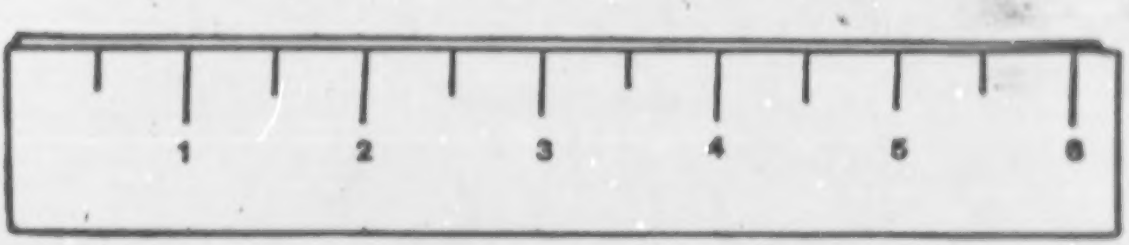
2. Repeat for suitcase, basketball, and arm chair.

Materials:

Included:
Pictures

Needed:
Metric ruler
Pencil and paper





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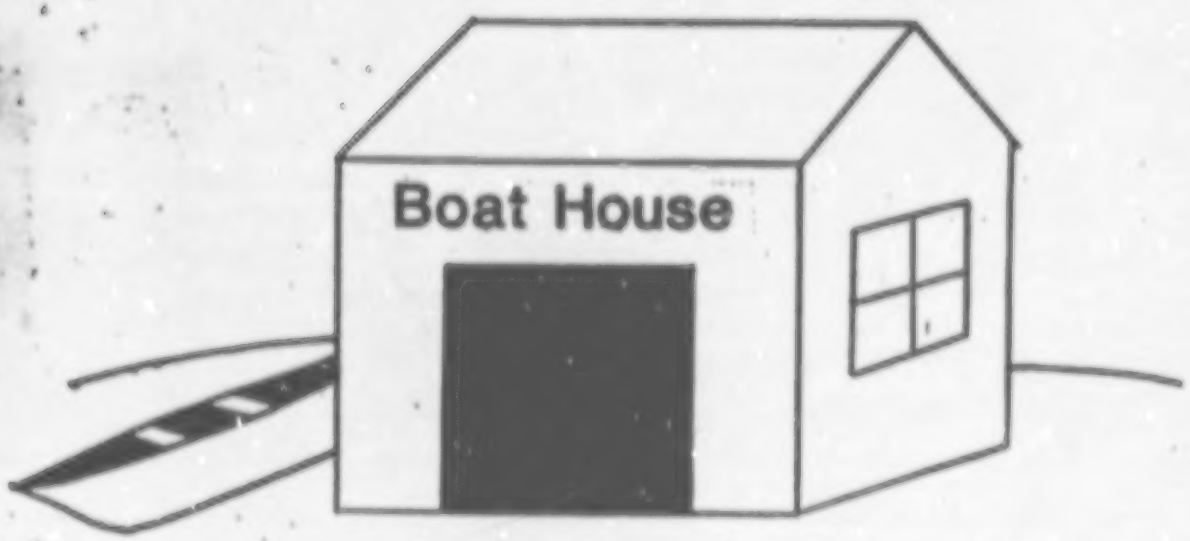

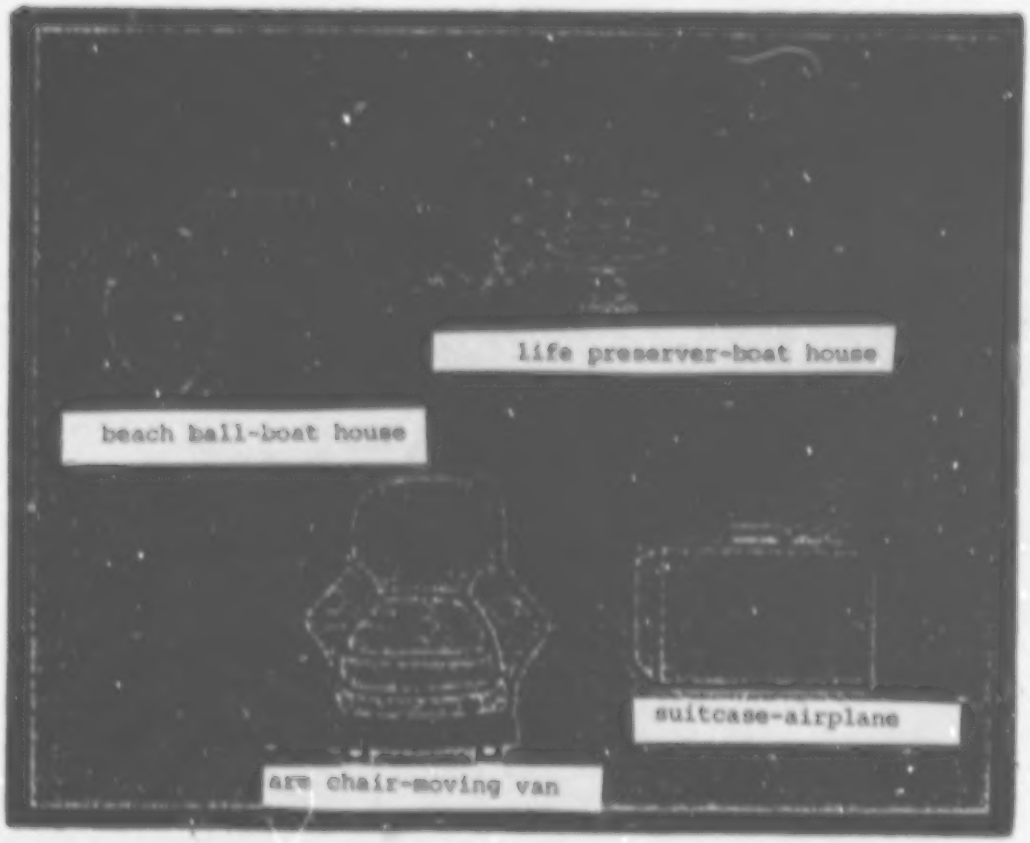

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B3-SA-4

Changes: Tell Six Stories

Directions:

Make up and tell a story about the changes in each set of pictures.

Materials:

Included:
Pictures

Needed:
None

CHANGES

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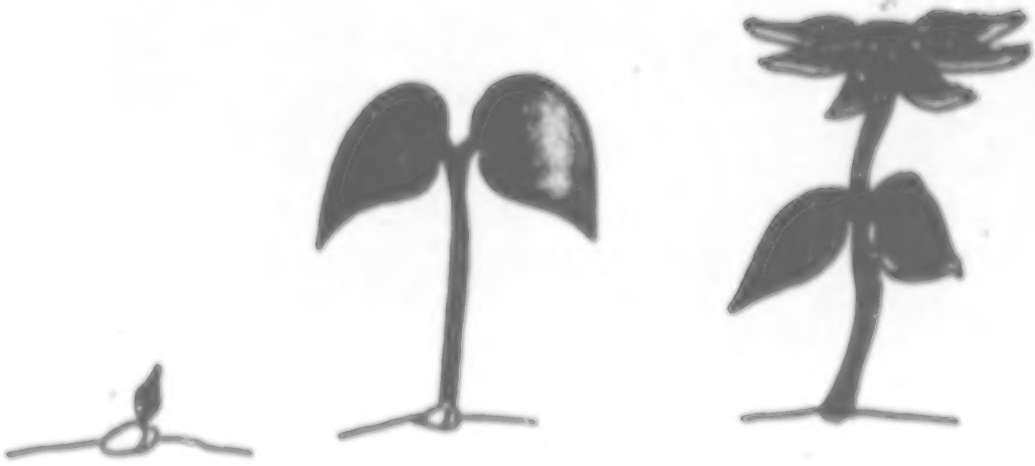

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83-SA-3

Measure Me

Directions:

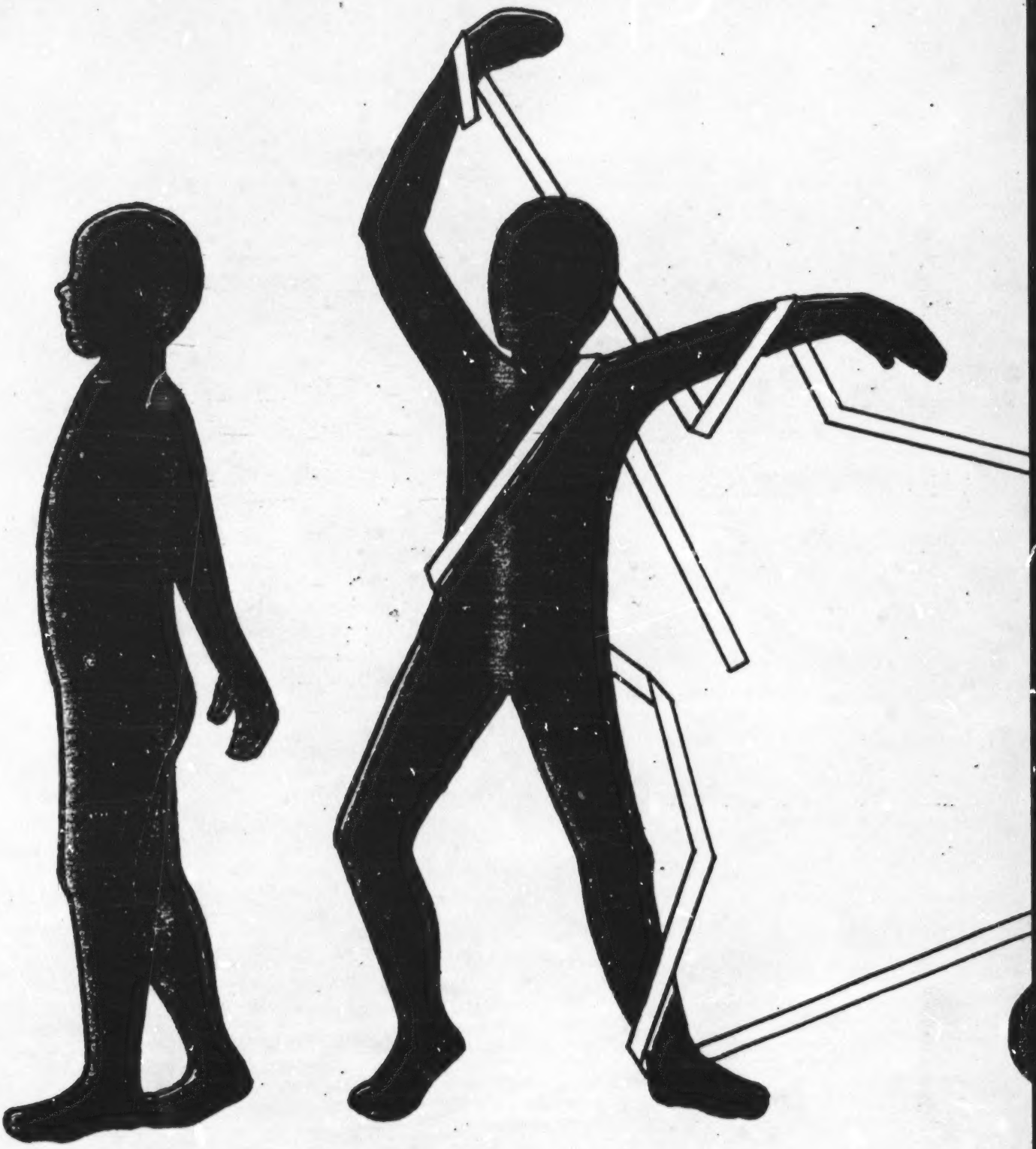
1. Measure 5 body parts and record measurements.

2. Measure and record height.

Materials:

Including:
Pictures

Needed:
Metric tape measure
Meter stick



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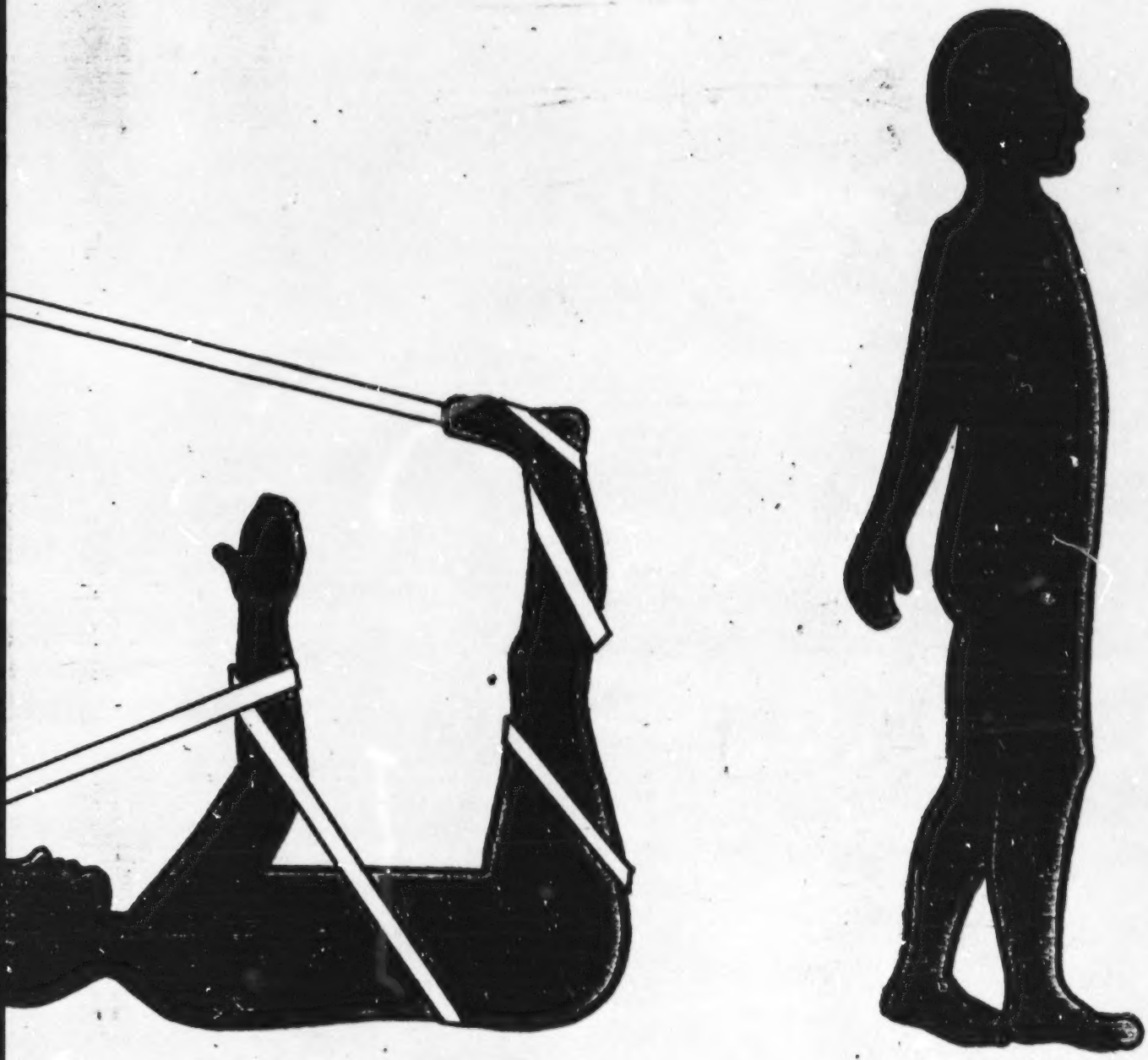

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B3-SA-5

Two Homes

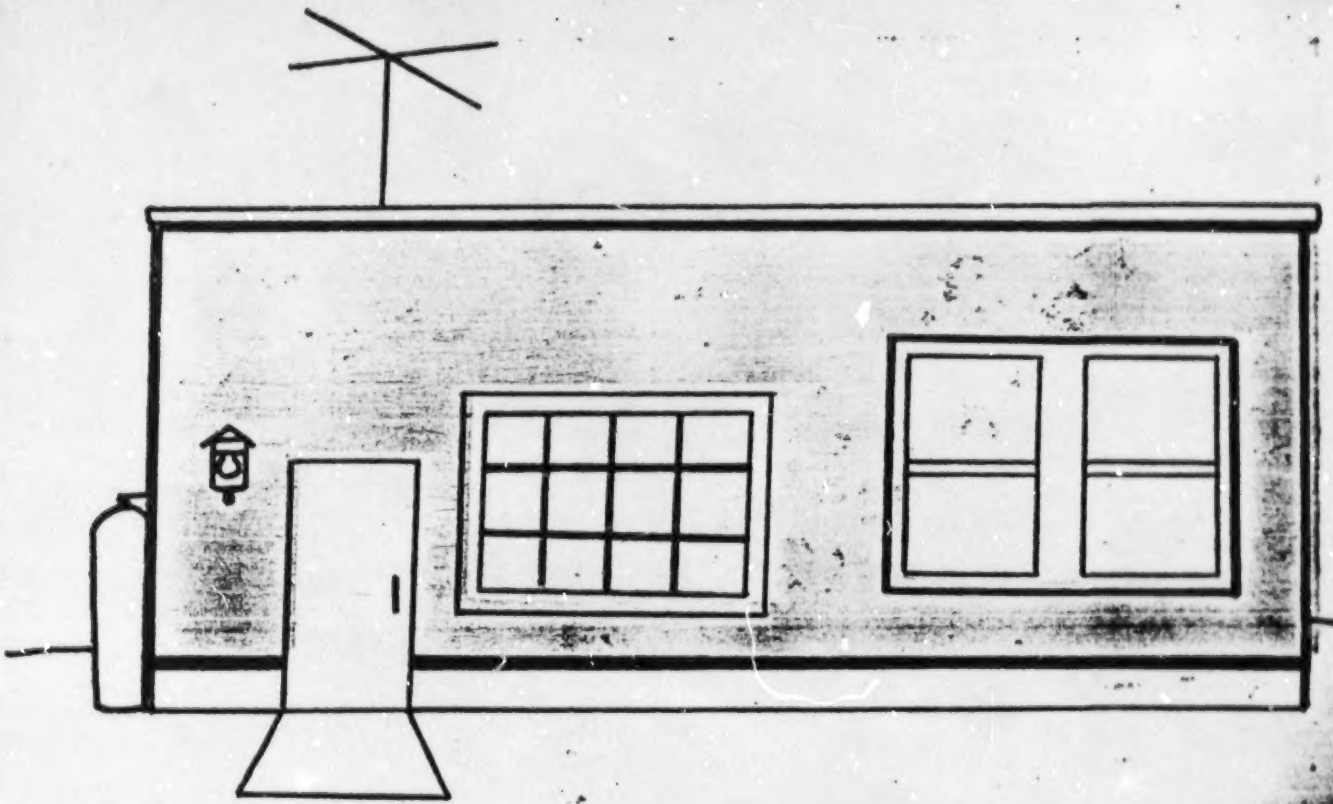
Directions:

Place cards on home described in story.

Materials:

Included:
- Story
- Pictures
- 4 cards

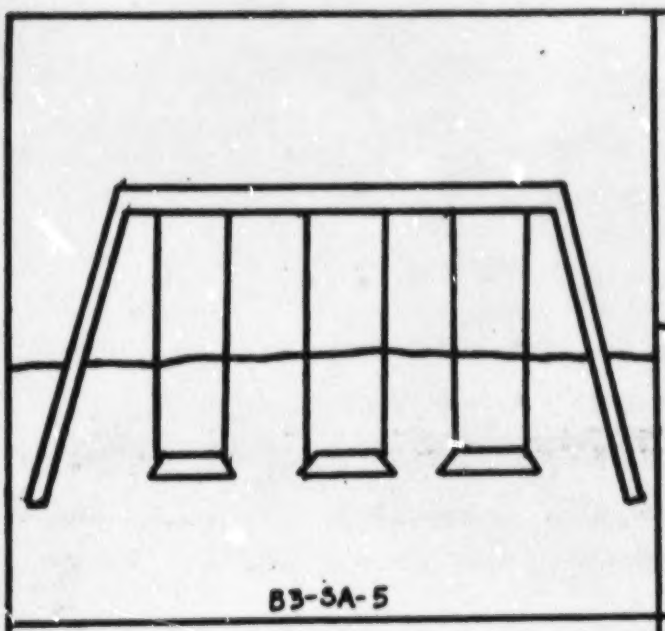
Needed:
- None



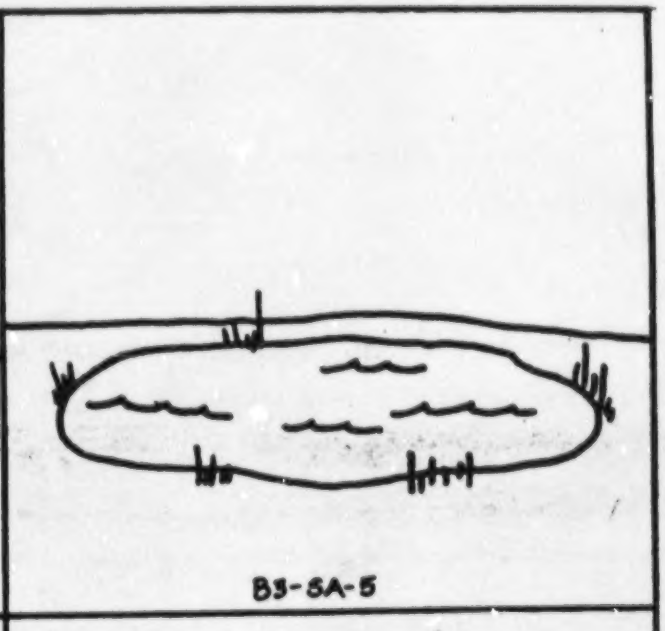
TWO HOMES

Jody sat by the window and looked at the road. He was remembering his old home. He felt sad that he had left his best friend. He did not have a best friend at his new home. He remembered the big yellow trailer and the pond near by. That pond had been plenty of fun for fishing and swimming and skating.

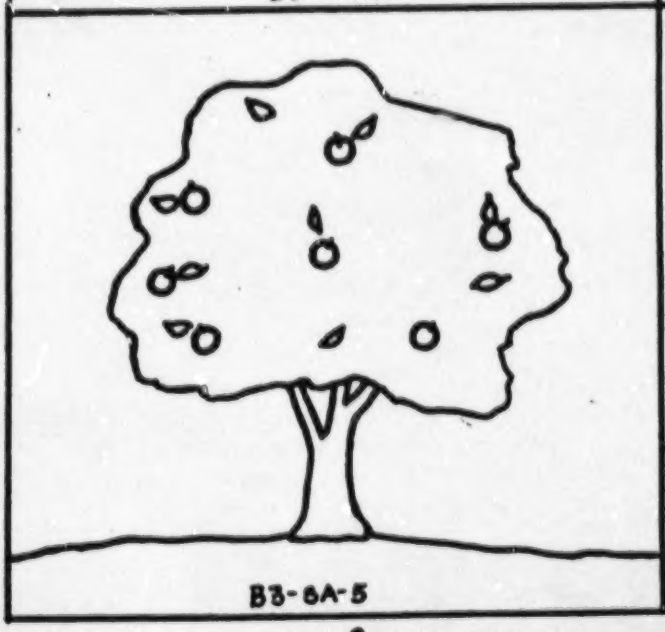
Jody and his family had moved out of the trailer because their landlord never fixed the roof or the floors. The rain came in sometimes and Jody and his sisters had used buckets to catch the water.



B3-5A-5



B3-5A-5



B3-5A-5

B3-5A-5

Cut out four cards on vertical and horizontal lines.

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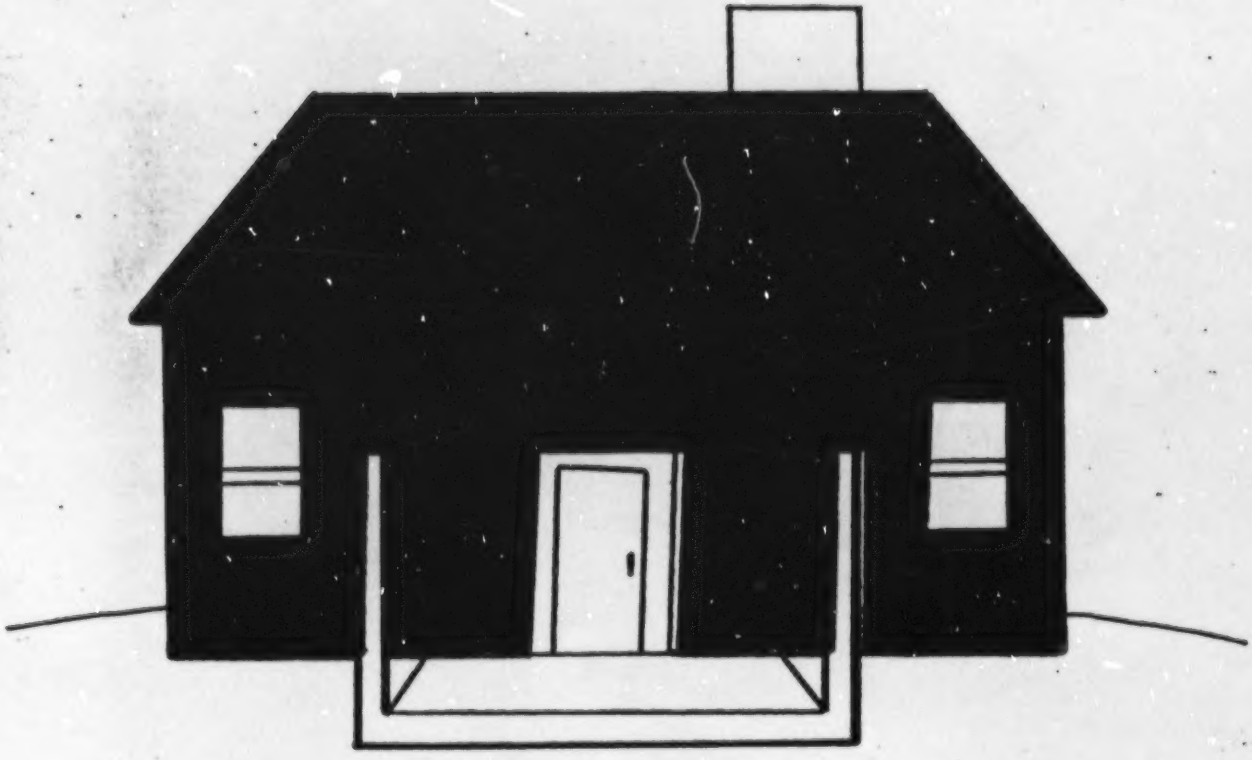

Now Jody lived further south in a small blue house and it was never too cold. Orange trees grew near his new home. The house was dry and there was a big porch out front for playing on or eating on even when it rained.

Jody knew there was a playground nearby with swings and slides but he had no friends at his new home. He felt shy and lonely. He hoped he would make new friends at school. Then he would have fun on the playground.

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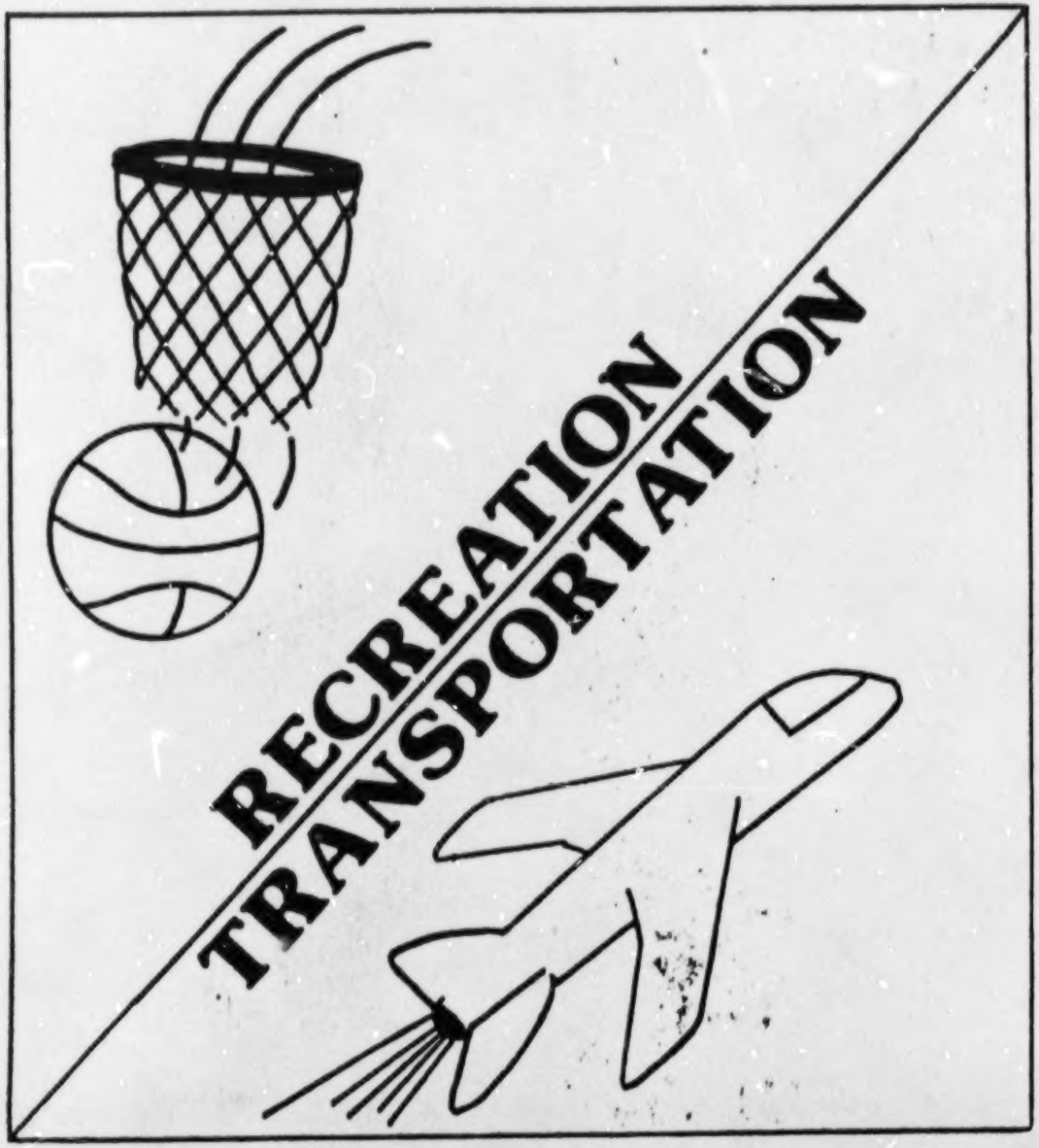
B3-SA-6

Friends Change



Directions:

1. Look at pictures and listen to audio tape.
2. Draw 2 pictures: an old friend and a new friend.

Materials:

Included:
- Pictures
- Audio tape

Needed:
- Tape recorder
- Paper
- Crayons

NEW FRIENDS

I'd like to have a friend.
A friend could make me glad
When I'm lonely, bored, and blue,
When I'm feeling sad.

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FRIENDSHIP

(Chorus)

Old friends, new friends, too,
Friends are lots of fun,
Talking, running, singing, laughing
In the rain or sun.

Help, help, help a friend
Each and every day.
Work together, and you'll find
Work can be like play.

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OLD FRIENDS

I like having friends.
Leaving friends is sad.
Tall ones, short ones,
big ones, small ones--
New friends make me glad.

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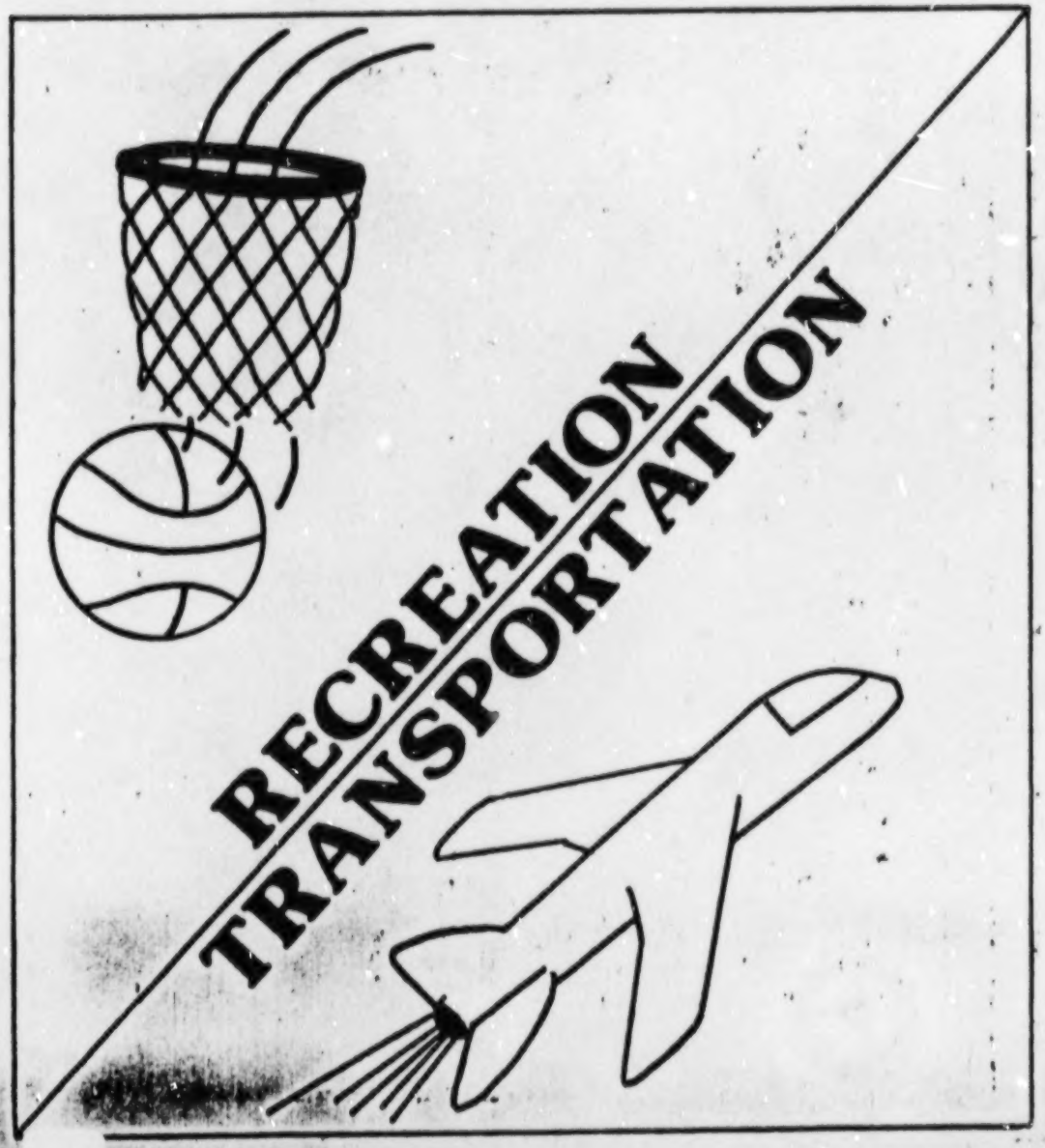
B3-SA-7

Change and Improve



Directions:

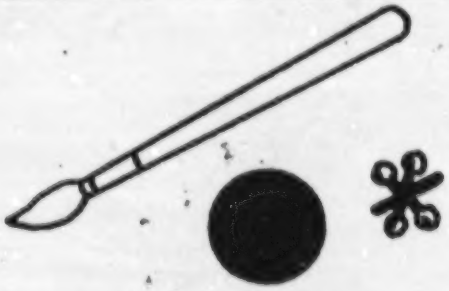
Place cards on rectangles to show interest, skill improvement, experience, and whether activity on card is considered "work" or "play."

Materials:

Included:
Game board
6 picture cards

Needed:
None

I have never done this.



I am better at this work.

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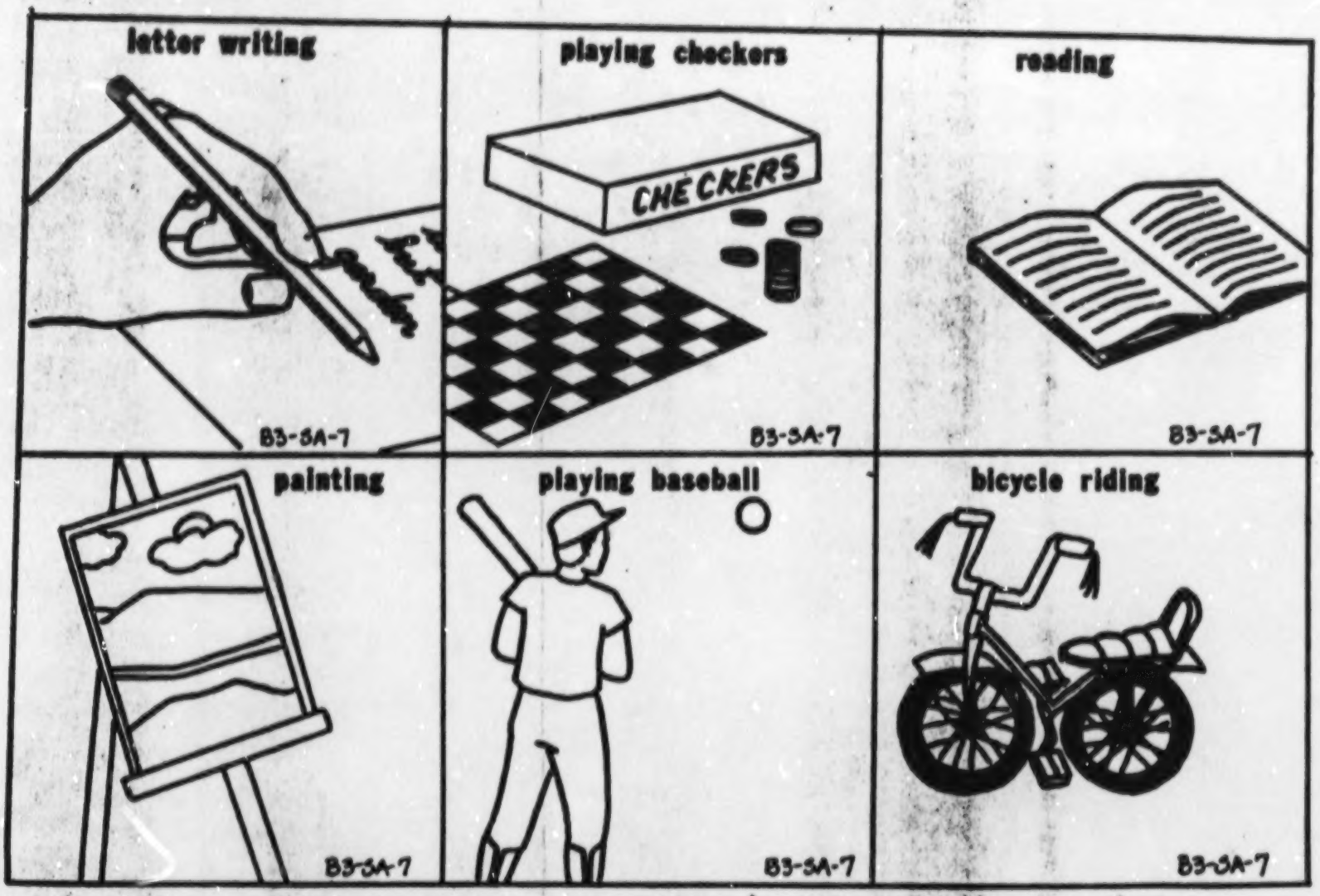

✂ cut out six cards on vertical and horizontal lines.

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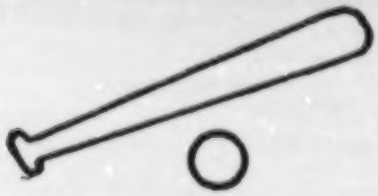
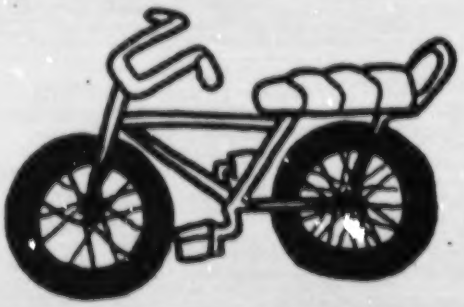
CHANGE AND IMPROVE

I would like to learn this.





I am better at playing this.

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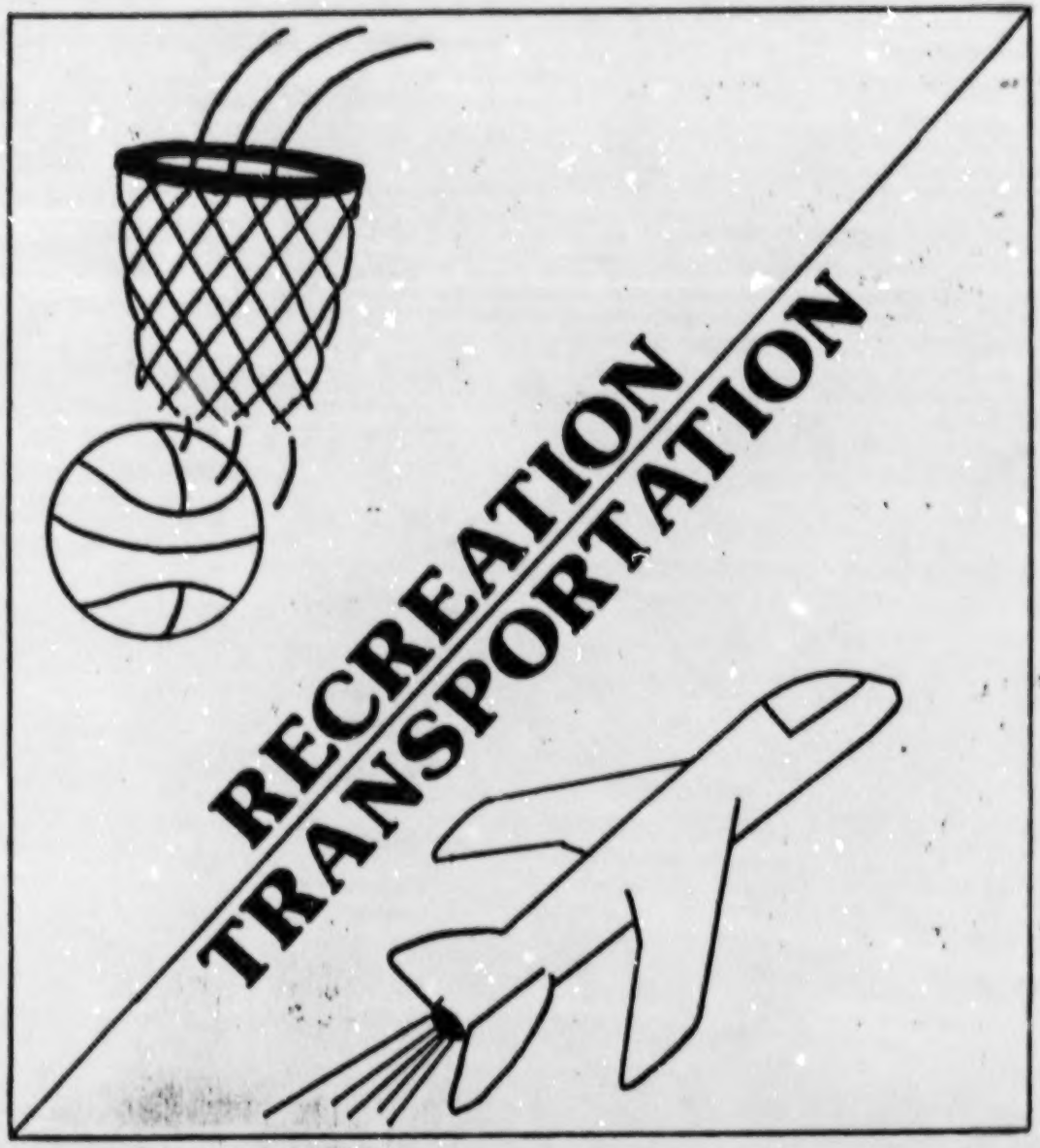
B3-SA-8

Work and Play



Directions:

Is the activity in each picture work or play for you?

Materials:

Included:
Titled pictures

Needed:
None

WORK AND PLAY

CAMP COUNSELOR

PILOT

COACH

TRAVEL AGENT

MOVER

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ASTRONAUT

TOUR GUIDE

BUS DRIVER

USHER

RAILROAD ENGINEER

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